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ABSTRACT

Adapted for whole class use, this unit focuses on developing some of the reading skills pupils need if they are to progress from Level 3 to Level 4 of England's National Curriculum. It is meant to supplement, but not to replace, the English curriculum for Year 7 pupils. The unit builds on the successful approaches of the National Literacy Strategy in primary schools, and therefore features a core teaching sequence which promotes active learning. The unit consists of 18 session plans, plus support materials in the form of teacher and pupil sheets. Each 20-minute session is fast-paced and interactive. The focus of the unit is firmly non-fiction, to complement the unit "Reading between the Lines," which is fiction-based. The unit seeks to extend pupils' repertoire of reading strategies by helping them to read the context as well as the text: activities are based on materials which are typical of those they meet across the curriculum. (RS)

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Key Stage 3
National Strategy

Literacy Progress Unit
Information retrieval

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Pupil booklet

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Introduction to
Key Stage 3
Literacy Progress Units

The context of the Key Stage 3 National Strategy

A key factor in raising standards is ensuring that more pupils have the competence and confidence in literacy to cope well with the learning challenges of the secondary curriculum. The government is committed to giving more pupils access to that curriculum by extending the principles and practice of the National Literacy Strategy into Key Stage 3.

There are three major elements to the drive to raise standards of literacy in secondary schools through the Key Stage 3 National Strategy:

i training for English departments on increasing achievement through effective teaching based on the *Framework for teaching English: Years 7, 8 and 9*

ii cross-curricular training on literacy for all staff

iii support materials for teachers of pupils who attained below Level 4 at the end of Key Stage 2.

Pupils who enter Year 7 on Level 3 need additional support if they are to develop the literacy skills that can unlock learning and enable them to reach the national expectation at the end of Key Stage 3. Literacy Progress Units have been developed to offer such support.

The need for Key Stage 3 Literacy Progress Units

The evidence from national test results 1996–2000 shows that almost two-thirds of pupils who enter Year 7 without having achieved Level 4 in English, fail to reach Level 5 at the end of Year 9. Many of them also fail to do justice to their abilities in other subjects because they find it difficult to handle the pressures of reading and writing with sufficient speed and skill. That is a situation the government is determined to tackle. The need for specific support in relation to writing is clear, given the disparity in attainment between reading and writing at the end of Key Stage 2. (In 2000 83% of pupils gained Level 4 in reading, as opposed to only 55% in writing.) Similarly clear, within the context of equality of opportunity, is the need to motivate and support the boys who form the majority of Year 7 pupils who have not yet achieved Level 4.

What so many of the pupils still on Level 3 need is tangible progress that will build their belief in themselves as successful learners. Experience with the Additional Literacy Support (ALS) in primary schools has shown that such progress is possible, using well-structured, fast-paced and carefully targeted intervention. The Literacy Progress Units provided for the Key Stage 3 National Strategy reflect the principles and practice of ALS which has proved so successful.

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These Literacy Progress Units reflect the belief that all pupils on Level 3 should aspire to Level 4 by the end of Year 7, and should aim to catch up with their peers by achieving Level 5 or above at the end of Year 9. Public indications of progress will be provided through the end of Year 7 progress tests for pupils who entered secondary school below Level 4.

Moving from Level 3 to Level 4

In achieving Level 3, pupils have shown themselves capable of reading with some understanding and fluency and of using different forms of writing with a degree of accuracy. What they need to learn is how to read with greater insight and understanding and how to express themselves in accurate, well-organised writing that uses language effectively at word and sentence level. In many cases this will involve revisiting aspects of English which they have met in primary school, but doing so with material that respects their status as secondary school pupils and assumes a 'can do' approach, which builds in and builds on pupils' existing experiences and abilities.

We know what we have to do to move pupils towards Level 4. The characteristic constraints for pupils who attain Level 3 at Key Stage 2, identified in relation to the three strands of the National Literacy Strategy, are:

Word level

- uncertain choices for long and unstressed medial vowel sounds
- limited grasp of spelling rules and conventions
- insecure understanding and use of possessive apostrophes.

Sentence level

- limited use of complex sentences
- variable use of commas to mark boundaries within sentences
- limited ability to use pronouns and verb tenses accurately
- uncertainties over speech punctuation.

Text level

- limited use of paragraphing and other organisational devices
- limited ability to organise non-narrative writing
- insufficient planning, reviewing and editing of writing for clarity, interest and purpose
- literal rather than inferential reading.

Key Stage 3 Literacy Progress Units have been informed and shaped by QCA analyses of Key Stage 2 English test results in recent years, by the evidence from OFSTED and by the emphases of the National Literacy Strategy. They focus on the critical features which move pupils on to Level 4 which are:

- developing effective strategies for information retrieval
- reading using inference and deduction
- using full stops, capital letters and commas accurately in longer sentences
- varying sentence structure
- organising texts in ways other than chronological
- using paragraphs effectively
- applying knowledge of spelling rules and conventions.

These features are reflected in the Literacy Progress Units, since addressing these aspects of English is the surest way to ensure progress towards Level 4 and beyond.

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Literacy Progress Units overview

The six units and the main areas they cover are:

- *Writing organisation*: organising and shaping writing effectively
- *Information retrieval*: extracting and evaluating information from a range of non-literary sources
- *Spelling*: spelling accurately, as a result of knowing the conventions and having strategies for improving spelling
- *Reading between the lines*: using inference and deduction in interpreting literary texts
- *Phonics*: applying knowledge of phonics in their own writing
- *Sentences*: having a repertoire of sentence structures and using them effectively.

Many teachers will be familiar with the content, if not the focus and methodology, in the units on *Writing organisation*, *Reading between the lines* and *Information retrieval*. The Literacy Progress Unit least familiar to many secondary teachers will probably be *Phonics*, but OFSTED evidence continues to indicate that the quality of phonics teaching in primary schools is variable and if pupils do not know about phonics they need to be taught. This aspect of word level work is of central importance in pupils' acquisition of literacy skills. The *Spelling* unit offers ways of addressing an area of continuing concern to teachers, to employers and to pupils themselves. Similarly significant, although an area of uncertainty for some teachers, is the *Sentences* unit: pupils need to understand enough about sentence grammar to be able to appreciate the choices available to them as writers, and to make those choices effectively.

Management and organisation

The role of senior staff

In relation to Key Stage 3 Literacy Progress Units, senior staff need to:

- lead from the top by giving visible support and, if possible, by becoming personally involved
- make any necessary timetabling changes
- explore the possibilities for having Literacy Progress Unit sessions outside the usual time of the school day
- ensure that Literacy Progress Unit sessions take place in situations which promote a positive learning atmosphere
- identify or, if funding permits, appoint staff for Literacy Progress Units
- agree monitoring procedures with the people involved
- inform staff not directly involved in delivering Literacy Progress Units
- provide the resources and equipment needed
- determine evaluation criteria
- encourage staff and pupils and celebrate achievement.

The role of the teacher

In relation to **pupils**, teachers need to:

- select pupils who will benefit from Literacy Progress Units, basing their assessments on judgements about current attainment, informed by the assessment guidance in each unit, and test results from Key Stage 2
- prepare the pupils by establishing appropriate expectations about how they will work during the Literacy Progress Unit sessions
- ensure that work done in mainstream lessons based on the *Framework* relates to, reinforces and builds upon what has been done in Literacy Progress Unit sessions
- monitor pupil progress in attitude as well as attainment.

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In relation to **teaching assistants and other colleagues**, teachers need to:

- make sure that the staff involved understand the principles and practice of Literacy Progress Units
- plan and liaise effectively
- offer support, especially during the initial stages
- help to monitor pupil progress
- observe or participate in some of the sessions.

In relation to **parents**, teachers need to:

- inform parents why their children have been chosen to work on Literacy Progress Units and explain how the units can support their children's progress
- suggest how parents can help
- keep parents informed.

Timing

Each of the six units has 18 sessions of 20 minutes. It is therefore possible to deliver a unit in six weeks, with three sessions each week. The units relate to the revision objectives in Year 7 of the *Framework for teaching English: Years 7, 8 and 9*, but they are not an alternative to the English programmes of study of the National Curriculum. They should be thought of as complementing or contributing to English lessons, not as replacing them.

Literacy Progress Unit sessions can be provided in or outside the school day, such as before school, lunchtime or after school. Sessions can also be fitted in to English lessons which follow the pattern recommended in the *Framework* and therefore include structured group time, but teachers need to recognise that this limits the opportunity to consolidate the aims of the main lesson.

Teaching and learning

Literacy Progress Units are flexible enough to be adapted to suit the contexts of different schools but they have been developed with group work, rather than whole-class activity, in mind. They can be delivered by teachers, by teaching assistants or by other staff such as librarians.

The units are based on the teaching principles and practice which have proved their worth through the National Literacy Strategy. Central to the approach in Literacy Progress Units is a movement from demonstration to independence in small secure steps. The small-group context allows the teacher to be aware of how effectively pupils are applying what has just been taught, and to intervene at the moment of maximum impact. Each session of 20 minutes usually includes:

- building on prior knowledge
- linking writing with speaking and listening and with reading
- a highly interactive approach
- an emphasis on teacher modelling
- gradual drawing in of pupils with scaffolded activities
- building pupil confidence through supported application
- consolidation of individual learning through revision and reflection
- a deliberately fast pace
- a sense of enjoyment through working together.

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The teaching sequence which underpins every session is:

Remember	Identification of prior knowledge and key objectives
Model	Teacher demonstration of process
Try	Shared exploration through activity
Apply	Scaffolded pupil application of new learning
Secure	Consolidation through discussion/activity

Units have been written for the adult who is delivering them, but few sessions are scripted verbatim since the teacher's own words will often be the best.

Pupils

Literacy Progress Units are intended for pupils who have attained Level 3 in English and are working towards Level 4. The proportion of pupils in that category varies so widely across schools that the decision whether or not to use a particular unit with a pupil must rest with the school. It will depend on the diagnosis of individual need, based on the analysis of Key Stage 2 results and evidence from a pupil's current work. It might be appropriate for some pupils to tackle six units during a school year, since the whole suite of units constitutes a powerful preparation for Level 4, while others, who have reached Level 4 in reading, might need only the units which will help them to improve their writing. Guidance on preliminary assessment is given in the Appendix to this Introduction, and more detailed diagnostic guidance accompanies each unit.

One of the teacher's permanent aims should be that pupils' self-esteem is enhanced by Literacy Progress Unit sessions. We want pupils to be confident enough to take risks, and to learn from their mistakes. The small-group situation envisaged for Literacy Progress Units offers particular opportunities for insecure learners: it is highly interactive and creates a close community of learners who come to trust each other enough to be honest with each other. The teaching sequence is designed to scaffold success for all, and the steps between the learning activities are small enough to allow little mistakes to be picked up so naturally and quickly that no one needs to make a big mistake. This means intervening early to correct errors, not allowing them to become embedded.

Ways of supporting pupils include:

- establishing that we all make some mistakes, and that they are usually valuable starting points for learning
- giving clear guidance over tasks and timing
- allowing sufficient thinking time
- using pair work to avoid individual embarrassment
- giving pupils strategies for signalling uncertainty and creating a 'not sure' option
- using supportive body language
- rewarding and commenting on positive behaviour, rather than noticing only negative behaviour
- being clear about errors, and not dodging the issue
- unearthing underlying misconceptions

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- going back a stage when necessary to model and explain first principles
- always preserving the pupil's dignity as well as the teacher's.

Staffing

In many schools the units will be taught by support staff as well as by teachers or librarians. The government has provided funding for an increasing number of teaching assistants in secondary schools, and the style of the units reflects an expectation that in many schools the teaching will be done by a teaching assistant, working with a group of around six pupils. The unit authors have therefore tried not to take subject knowledge for granted, and have been deliberately explicit about terminology and pedagogy. Schools are recommended to have training sessions for the colleagues involved, prior to the introduction of the units, and to ensure time for liaison between those teaching mainstream lessons and those delivering the Literacy Progress Units.

The role of teaching assistants

The number of teaching assistants in secondary schools is rising, since the government has recognised and welcomed the increasingly important contribution that teaching assistants are making to raising standards in secondary schools. Funding for teaching assistants in secondary schools has been increased substantially through the Standards Fund, as part of the government's commitment to provide an additional 20,000 (full-time equivalent) assistants for schools by 2002. It will continue to provide funding to maintain that level until 2004.

There are considerable variations in the quality of support and training for teaching assistants, and in the effectiveness with which they are deployed. As a matter of good practice, each school should have an agreed policy on the role of teaching assistants. This policy should include provision for training and for shared planning time.

The DfEE will be providing a training programme for secondary teaching assistants which consists of four days training and includes a module of two half-days on supporting pupils' literacy skills. The literacy module will include a session on the Literacy Progress Units. Local education authorities will be expected to disseminate this training to secondary teaching assistants and their mentors in the autumn term 2001 or spring 2002. The Key Stage 3 National Strategy will also be providing two days of training for English consultants on the Literacy Progress Units in June 2001. Consultants will be expected to offer this training to teachers and teaching assistants and schools will also be able to use these materials to do their own in-house training. At a later date there will also be training available to secondary practitioners on *Phonics* and *Spelling*.

The Literacy Progress Units have been written specifically for teaching assistants. This is reflected in the style and in the use of terminology. If a teaching assistant (or anyone else) is to deliver Literacy Progress Units effectively, that person will need to:

- feel confident about working with groups of Year 7 pupils
- be familiar with the *Framework for teaching English: Years 7, 8 and 9*
- be willing to plan and prepare with other colleagues
- have the necessary skills and knowledge to understand and deliver the materials
- prepare sessions in advance
- know and relate to the pupils.

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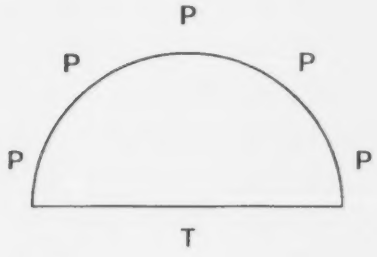
Shared discussion over implementation is essential. It is good practice to involve a wider group of colleagues (including the Head of English and the SENCo) in discussion of how the materials will be introduced and evaluated.

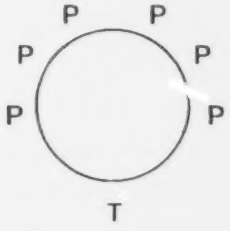
Preparation

Each session needs careful preparation in advance, since many of them depend on games or resource sheets which need to be at hand in the session to avoid slackening the pace. The timing of the sessions has such momentum that there is no time for finding or making resource materials. Many sessions need an OHP or a flipchart with the necessary accessories. The support materials are all photocopiable and there is always a list of the materials needed for a particular session. This means that careful storage of cards and other materials for future use is a good investment of time. Some units need posters and pupil response sheets available for a series of sessions if the learning opportunities are to be optimised. These need to be prepared in advance.

Location

It is not fair to the pupils, the teachers or to the materials if problems arise, not because of what is being taught, but where it is being taught. Many schools, in their planning for Literacy Progress Units, have ensured that they can take place in suitable situations. For example, they have arranged for pupils to be seated in an arc around the teacher in a way that maximises face-to-face contact and ensures that no pupil has to see a text upside down.





Parents

Parents have the right to know what is happening to their children and why. It is important to inform and involve parents as much as possible by providing information about Literacy Progress Units.

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Appendix: Initial assessment for Literacy Progress Units

Note: Focus only on pupils who gained Level 3 in reading and/or writing.

Using the outcomes of Key Stage 2 assessment

The ideal way to assess a pupil's suitability for Literacy Progress Units is to use Key Stage 2 data and to talk with the pupil's former teacher. The Key Stage 2 school mark sheet for end of Key Stage 2 assessments enables teachers in the secondary school to identify differences in patterns of attainment across attainment targets. (For writing there is a spelling mark, a handwriting mark, a writing mark and the overall total which determines the level for writing. For reading there is a reading mark and reading level.) Many pupils who gained Level 4 in reading, but not in writing, need the Literacy Progress Units on writing, but not those for reading.

Individual pupil cover sheets, available from primary schools, give a more detailed breakdown of the marks for writing and are useful for identifying specific areas of strength and weakness. These cover sheets give the marks for purpose and organisation, for style and punctuation in addition to spelling and handwriting. Such evidence can help to identify which units are priorities for a pupil.

Using evidence from pupils' work

If Key Stage 2 test evidence is not available, schools should consider Key Stage 2 teacher assessment. If this indicates that pupils are not secure in Level 4, pupils' current work should be assessed. Assessment guidance for each unit is available in the unit-specific introductions.

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Introduction to
Information retrieval

This unit focuses on developing some of the reading skills pupils need if they are to progress from Level 3 to Level 4.[1] It is meant to supplement, but not to replace, the English curriculum for Year 7 pupils. That curriculum should be based on the objectives of the *Framework for teaching English: Years 7, 8 and 9* which ensure coverage of the Programmes of Study for English. The unit focuses pupils clearly on the need to transfer skills into the wider curriculum.

Teaching and learning style

The unit builds on the successful approaches of the National Literacy Strategy in primary schools, and therefore features a core teaching sequence which promotes active learning. That teaching sequence, common to all units, is:

Remember	Identification of prior knowledge and key objectives
Model	Teacher demonstration of process
Try	Shared exploration through activity
Apply	Scaffolded pupil application of new learning
Secure	Consolidation through discussion/activity

The unit consists of 18 session plans, plus support material in the form of teacher and pupil sheets. In many cases exemplar questions and responses are included, but this is to give a clear image of what is expected, rather than to define 'the' correct answer. All the sessions need advance preparation, but some need more than others in terms of photocopying and cutting up.

Each 20-minute session is fast-paced and interactive. After the teacher has introduced and modelled a particular aspect of reading, pupils try it out together as a group or in pairs. They then have the chance to apply their new learning, usually with support, and to secure it through consolidation activities or discussion. Each step in the learning process is therefore small enough for the teacher/adult to intervene early to prevent any pupil from making major mistakes which could undermine a learner's confidence. The intention is to construct success for all.

About this unit

Reading for specific purposes, and doing so effectively, is fundamental to pupils' progress within secondary education. This unit is intended for pupils who have gained Level 3 in reading and who have the ability to:

- read a range of texts fluently and accurately
- use appropriate strategies to establish meaning
- understand the main points of texts
- use their knowledge of the alphabet to locate books and find information.

[1] Level descriptors for AT2 English National Curriculum DfEE 1999

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In order to reach and move beyond Level 4, these pupils need to learn how to locate and use information more effectively and to cope with comparatively complex texts. By the time they have completed this unit they should be able to do most of the following:

- activate their prior knowledge in relation to purpose
- recognise which questions it is useful to ask of texts
- understand the main features and functions of page layout and organisation
- scan for specific information
- skim for overall patterns, main points and key ideas
- read images as well as print
- interpret more complex texts
- cope with different types of ambiguity
- select relevant information and reject the irrelevant
- summarise and generalise
- make notes which enable them to support their ideas by reference to what they have read, seen or heard
- use notes as the basis for communicating response
- have a repertoire of strategies for reading and responding to non-fiction.

The focus of the unit is firmly on non-fiction, to complement the unit *Reading between the lines* which is fiction-based. The *Information retrieval* unit seeks to extend pupils' repertoire of reading strategies by helping them to read the context as well as the text: activities are based on materials which are typical of those they meet across the curriculum. There are texts from areas such as science, sport, geography, history and general information. Text resources are offered, but teachers could select different text sections, provided they fulfil the same function.

The sample session plan on pages xvi–xvii identifies key features of the session plans.

Each set of session plans includes a space for teachers' notes and comments. The pupil booklet pages are to be found loose at the end of the folder and will need to be reproduced and bound for pupil use. Pupil booklets could be taken to all lessons as an aide-memoire. Other members of staff need to be kept informed of the weekly focus of the unit in order to be able to make the best of opportunities to reinforce and exploit the learning.

The experiences and evaluations of colleagues in the pilot who have delivered Literacy Progress Units have made an important contribution to the process of revising the units for national dissemination.

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Pupil assessment for Information retrieval

If Key Stage 2 information is not available, use the evidence of recent reading behaviour to make the following assessments of reading ability in relation to the unit for each pupil who gained Level 3 in reading at Key Stage 2.

Tick the appropriate box.

Name of pupil

This pupil can	Rarely (score 1)	Sometimes (score 2)	Often (score 3)	Usually (score 4)
1. Scan text to pick out specific information	☐	☐	☐	☐
2. Skim for an overall impression and main points	☐	☐	☐	☐
3. Recognise the impact of page layout and organisation	☐	☐	☐	☐
4. Select relevant information	☐	☐	☐	☐
5. Summarise accurately	☐	☐	☐	☐
6. Make notes effectively	☐	☐	☐	☐

Total:

Result

0–6: The unit will be very challenging for pupils at this level. Before entering them for the unit, try out elements of the first session with them informally to see how well they engage with the material.

7–12: The unit should be suitable, but individual support and encouragement will be needed.

13–18: The unit should be appropriate.

19–24: Pupils at this level may not need the unit. It may be better to identify their specific difficulties and address them through guided reading or individual reading conferences.

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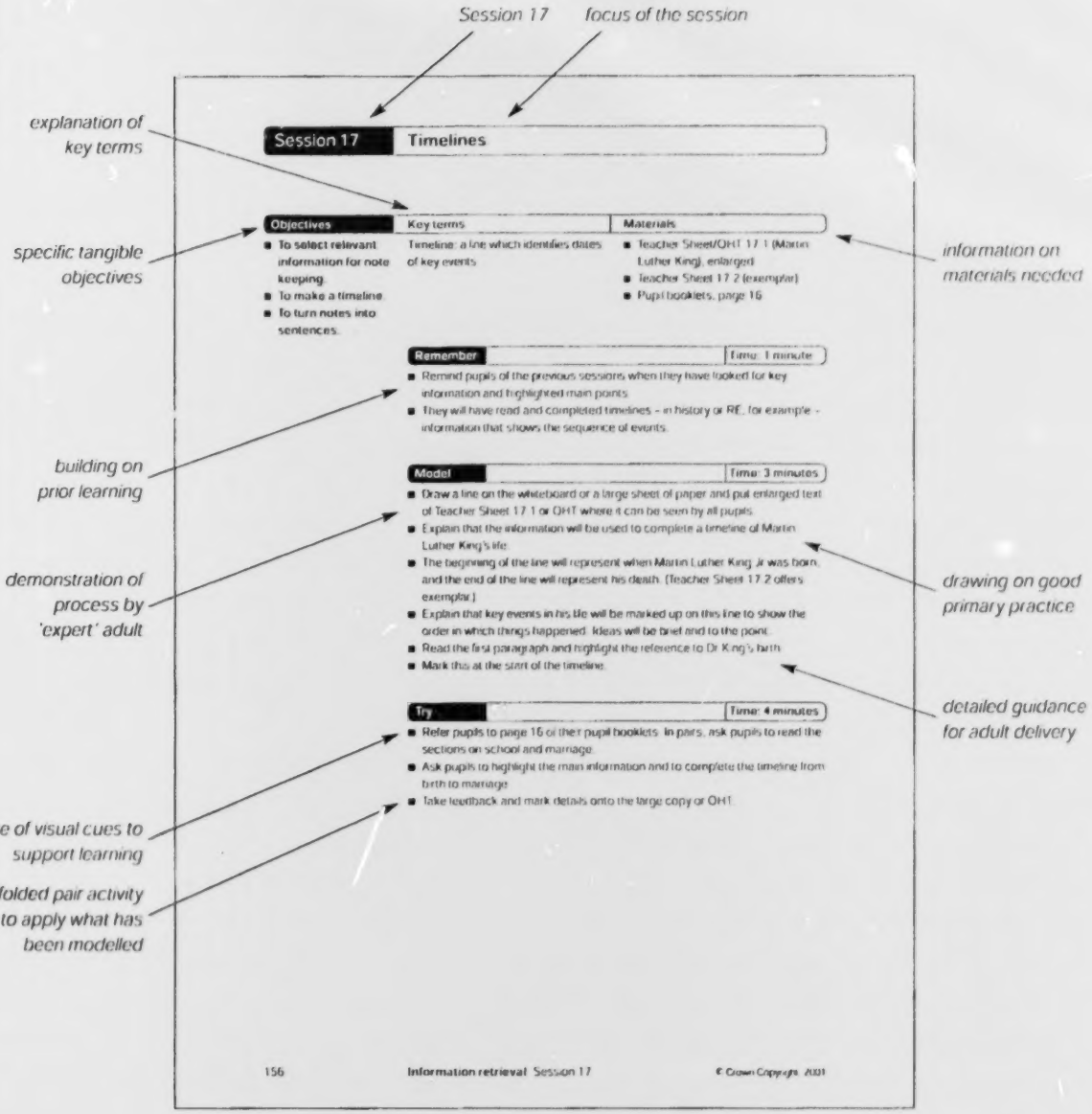
Sample session plan


Session 17
focus of the session
explanation of key terms
specific tangible objectives
information on materials needed
building on prior learning
demonstration of process by 'expert' adult
drawing on good primary practice
detailed guidance for adult delivery
use of visual cues to support learning
scaffolded pair activity to apply what has been modelled
Session 17 Timelines
Objectives
To select relevant information for note keeping.
To make a timeline.
To turn notes into sentences.
Key terms
Timeline: a line which identifies dates of key events.
Materials
Teacher Sheet/OHT 17.1 (Martin Luther King), enlarged
Teacher Sheet 17.2 (exemplar)
Pupil booklets, page 16
Remember
Time: 1 minute
Remind pupils of the previous sessions when they have looked for key information and highlighted main points.
They will have read and completed timelines – in history or RE, for example – information that shows the sequence of events.
Model
Time: 3 minutes
Draw a line on the whiteboard or a large sheet of paper and put enlarged text of Teacher Sheet 17.1 or OHT where it can be seen by all pupils.
Explain that the information will be used to complete a timeline of Martin Luther King's life.
The beginning of the line will represent when Martin Luther King, Jr was born, and the end of the line will represent his death. (Teacher Sheet 17.2 offers exemplar.)
Explain that key events in his life will be marked up on this line to show the order in which things happened. Ideas will be brief and to the point.
Read the first paragraph and highlight the reference to Dr King's birth.
Mark this at the start of the timeline.
Try
Time: 4 minutes
Refer pupils to page 16 of their pupil booklets. In pairs, ask pupils to read the sections on school and marriage.
Ask pupils to highlight the main information and to complete the timeline from birth to marriage.
Take feedback and mark details onto the large copy or OHT.
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Information retrieval Session 17
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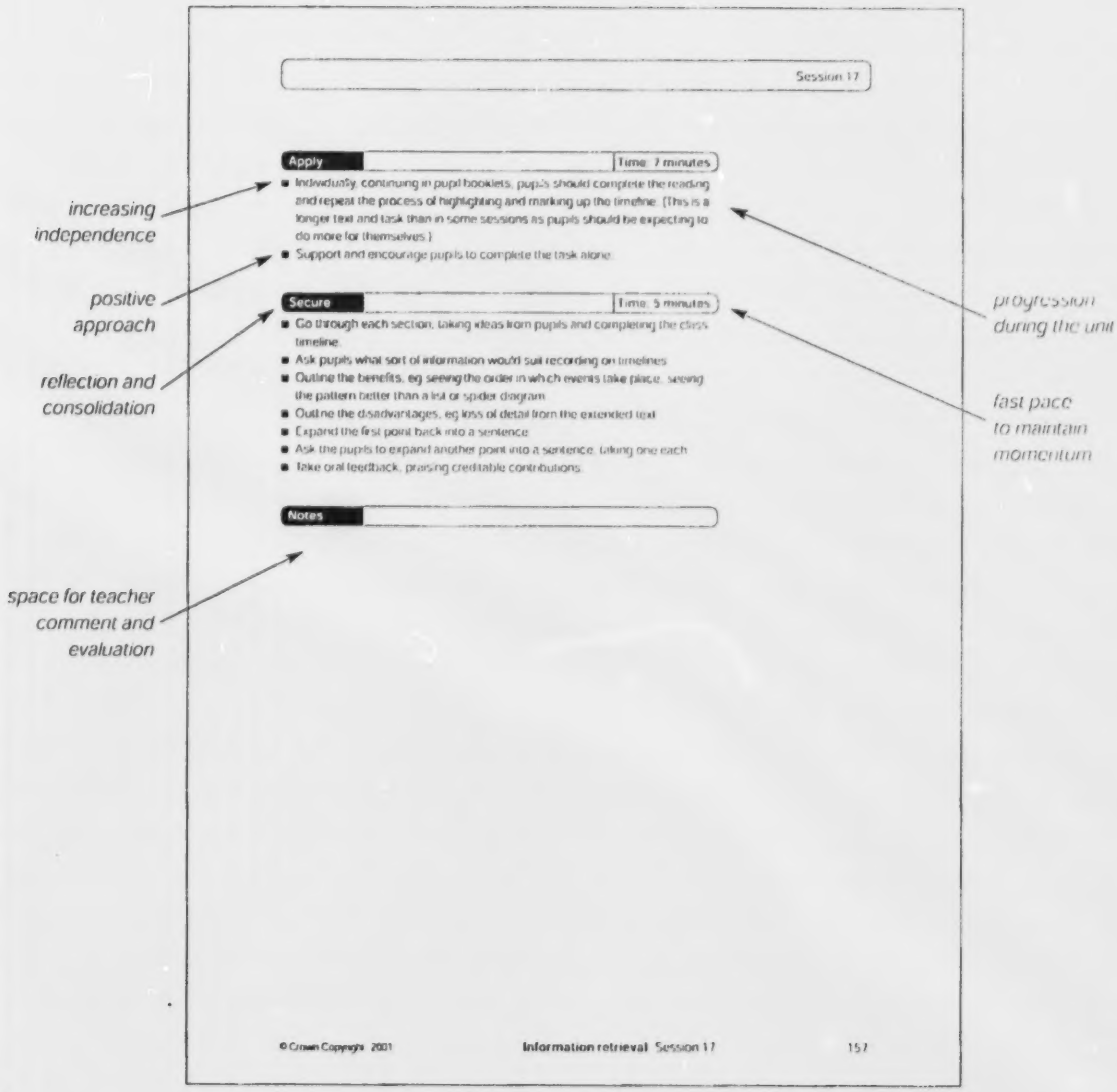
Session 17
Apply
Time: 7 minutes
Individually, continuing in pupil booklets, pupils should complete the reading and repeat the process of highlighting and marking up the timeline. (This is a longer text and task than in some sessions as pupils should be expecting to do more for themselves.)
Support and encourage pupils to complete the task alone.
Secure
Time: 5 minutes
Go through each section, taking ideas from pupils and completing the class timeline.
Ask pupils what sort of information would suit recording on timelines.
Outline the benefits, eg seeing the order in which events take place, seeing the pattern better than a list or spider diagram.
Outline the disadvantages, eg loss of detail from the extended text.
Expand the first point back into a sentence.
Ask the pupils to expand another point into a sentence, taking one each.
Take oral feedback, praising creditable contributions.
Notes
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Information retrieval Session 17
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increasing independence
positive approach
reflection and consolidation
space for teacher comment and evaluation
progression during the unit
fast pace to maintain momentum

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Session plans

Session 1 Introduction

Objectives	Key terms	Materials
■ To know what is meant by the term information retrieval. ■ To understand key reasons for finding information and the sources available.	Information retrieval: finding out what we want to know by using information texts in print or on screen. Source: text with information. Select: make deliberate choices about sources and information. Relevant: connected with what needs to be found out.	■ Pupil booklets, page 3 ■ Pupil Sheet/OHT 1.1, enlarged ■ Pupil Sheets 1.2a, 1.2b, 1.2c (sources of information, one set per pair, cut into cards) ■ Pupil Sheet 1.3 (research tasks, one set per pair, cut into cards)

Remember — Time: 4 minutes

- Remind pupils that information retrieval is the term used when we have to find information.
- In secondary school they will be asked to find information from a variety of sources.
- Point out that this is not new to them. They have many experiences of having to find information in primary and secondary schools, eg research work or for personal interest, when finding out about a pop group or a football team, or when they have wanted to learn a new skill.
- Ask pupils to suggest a few more examples – if they get stuck, suggest finding out about train and cinema times, a new hobby, etc. Record some suggestions on enlarged Pupil Sheet 1.1 or OHT.
- Ask pupils what sources and which people helped them find their information. (Take ideas and record them on enlarged version of Pupil Sheet 1.1 – keep the pace brisk and provide extra ideas.)
- Examples include:
  - sources – textbooks, worksheets, school and local libraries, CD-ROMs, Internet;
  - people – teachers, parents, friends, school librarian.

Model — Time: 3 minutes

- Using enlarged source cards, (Pupil Sheets 1.2a, 1.2b and 1.2c cut up), model the process of gaining information for a talk on animal rights to an English class. You might say something like: *'This first card says **textbook.** That would be useful if it had a relevant section. I would need to look closely at that. The **school librarian,** yes that is a definite as he or she would know what books, magazines and leaflets we already have in school. She or he might also have some useful addresses. **Local tourist office,** no, very clearly not. **Encyclopaedia,** I'm not sure what sort of information they have, so I'll set it there and ask someone later.'*
- Draw attention to the fact that rejecting sources is as important as selecting sources and starting points.

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Try

Time: 7 minutes

- Ask pupils to work in pairs.
- Give each pair a research task card (Pupil Sheet 1.3 cut up; add extra examples if necessary) and a set of source cards.
- Tell pairs that they need to select the sources that *could* be useful to them and to *reject* those that will not, sorting them into two groups, with perhaps a third group if they are unsure.
- Tell pupils that they will be asked to explain and justify their choices to the group.
- Next, useful sources need to be put in order of usefulness.
- Take feedback from some pairs.
- Draw out common points, for instance, the knowledge of the school librarian, the speed of using books as opposed to lengthy investigations on the Internet, and vice versa.

Apply

Time: 3 minutes

- In the pupil booklet (page 3), pupils should circle relevant sources for the task of a project on *The music of the 1970s*. Unhelpful sources should be crossed out.

Secure

Time: 3 minutes

- Go through those sources that would be relevant, with explanations. Also go through rejected sources. Accept unanticipated but sensible choices.

Notes

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Why might you need to find information?

In school	Out of school
■	■
■	■
■	■
■	■
■	■
■	■
■	■
■	■

What sources and people could you go to for help?

Sources	People
■	■
■	■
■	■
■	■
■	■
■	■
■	■
■	■

Pupil Sheet/OHT 1.1

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teacher	friend or classmate	local library
encyclopaedia	radio	worksheets

Pupil Sheet 1.2a Sources of information cards
one set per pair of pupils

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television	catalogues	local supermarket
textbooks	Yellow Pages/ telephone book	Internet

Pupil Sheet 1.2b Sources of information cards
one set per pair of pupils

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school library	school librarian	tourist information office
CD-ROM	teletext	parents or grandparents

Pupil Sheet 1.2c Sources of information cards
one set per pair of pupils

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A project on space for Science.

An essay about what happened at the Battle of Hastings in 1066.

A discussion in English on what teenagers enjoy reading.

Research on tourist attractions in your local area.

A Food Technology project on the packaging of soft drinks.

Pupil Sheet 1.3 Research task cards
one task per pair of pupils

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Session 2 Scanning for information (1)

Objectives	Key terms	Materials
■ To revise layout features of non-fiction. ■ To scan for information using cueing prompts from question words.	Textbook: book produced for school or students rather than for the general reader. Layout: arrangement of text and pictures on the page. Headings and sub-headings: large-size print to signal new sections of a text. Emboldened: given emphasis by darker print. Scan: to look rapidly through text to pick out specific information by locating key words.	■ Pupil booklets, pages 4–6 ■ Pupil Sheet/OHT 2.1 (question matching exercise), enlarged ■ Teacher Sheet 2.2 (question matching exercise) ■ Teacher Sheet/OHT 2.3 ('Landscapes and hazards' from *Contexts*), enlarged ■ Pupil Sheet/OHT 2.4 (table of events from *Contexts*), enlarged

Remember — Time: 5 minutes

- Ask pupils to refer to the pupil booklet (page 4) and the question matching exercise. Remind pupils that the question words give important clues about what sort of information is required in an answer.
- Use enlarged version or OHT (Pupil Sheet 2.1) to complete matching exercise as whole class. (Refer to Teacher Sheet 2.2.)
- Draw attention to the sort of answer they should be looking for: ***when*** – *a date / time / month;* ***who*** – *proper nouns / capital letters / names; etc.*
- Pupils draw lines to complete page 4 in their booklets.
- Introduce the enlarged text 'Landscapes and hazards' (Teacher Sheet 2.3) and ensure all pupils can see the text clearly.
- Point out all the helpful features of the page about Japan that are there to support the reader and make the reading easier. For example, *'This page has a lot of helpful features to make finding information easier. The map shows me details about climate. The heading "Sun and snow" tells me that this section will tell me more about what type of weather they experience. At the foot of the page the heading looks as if it comes from newspaper headlines and it is about a disaster taking place. And the photograph shows a disaster. The words in emboldened (bold) print are specialist words and are important. The activity box tells me what tasks I have to do.'*
- Ask pupils which subjects have similar formats in the textbooks that are used. Take responses quickly and without discussion of features.

Model — Time: 3 minutes

- Tell pupils that in this session they are going to be noticing *'what their eyes do'* when they scan for information.
- Explain that scanning means that they are not reading every word closely; instead they are searching for words and numbers very quickly.
- Remind pupils that this is something that they already do regularly, for instance when they read a bus timetable or when they are looking for the

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price of a game in a computer magazine. They are now going to practise on school textbooks.

- Using the enlarged table (Pupil Sheet 2.4), model reading the first question: *'What happened in 1983? I'll use the date column and look across for the answer. There was an earthquake in Akita and 104 people died. As I did that I thought about the date, found the right column and my eyes were moving fast down the list until I came to 1983. Then they moved across the page and I read the words carefully for the answer.'*
- Mark the pattern of the eye movement over the table showing how it does not follow the careful left-to-right movement of close reading.

Try — Time: 4 minutes

- Ask for a volunteer from the class.
- Ask all the pupils to follow closely, watching what the volunteer does, using the enlarged text.
- Ask the volunteer *'What happened in 1995?'* Then ask the pupil to mark, with a coloured marker, the path their eyes took to find the answer, and if possible to articulate the process.
- Take feedback from the class; ask if anyone did it a different way.
- Taking another volunteer, ask *'What happened at Mount Unzen, Kyushu?'* Follow the same format to check eye movement and get some agreement.
- Ask pupils what it feels like and how much of the table they are 'reading'. Ask if there is a difference between 'reading' and 'seeing the words' at this stage. Note responses for later discussion.

Apply — Time: 5 minutes

- Refer pupils to the table on page 5 of their booklet.
- Ask them to answer the questions in the space provided and also trace the path of their eyes lightly in pencil on the table.
- Take feedback on answers.

Secure — Time: 3 minutes

- Ask pupils to hold up their pages so that they can see each other's work and you can see them.
- Draw out the fact that although some paths are different, what they should all have in common is that they do not have the consistent left-to-right pattern of reading a story or reading something closely, word-by-word.
- Ask pupils to notice when they scan for information, between now and the next session.
- In their booklet, they should record two examples of scanning from school and two from out of school.

Notes

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Questions can give clues about what to take into account when you are looking for answers. This is very important when you are scanning for information.

Match the questions to the clues in the writing.

Questions	Clues
Who?	Times, dates, months of the year, season.
What?	Place names, towns, countries and continents. (Look for capital letters.) North, South, etc.
When?	An explanation about what happened. This could involve a number of stages.
Why?	Reasons for things happening – this may need reading beyond the lines.
Where?	Names, for example, Frank Bruno. (Look for capital letters.) General categories, for example, boxers.
How?	The way in which things happen.

Pupil Sheet/OHT 2.1

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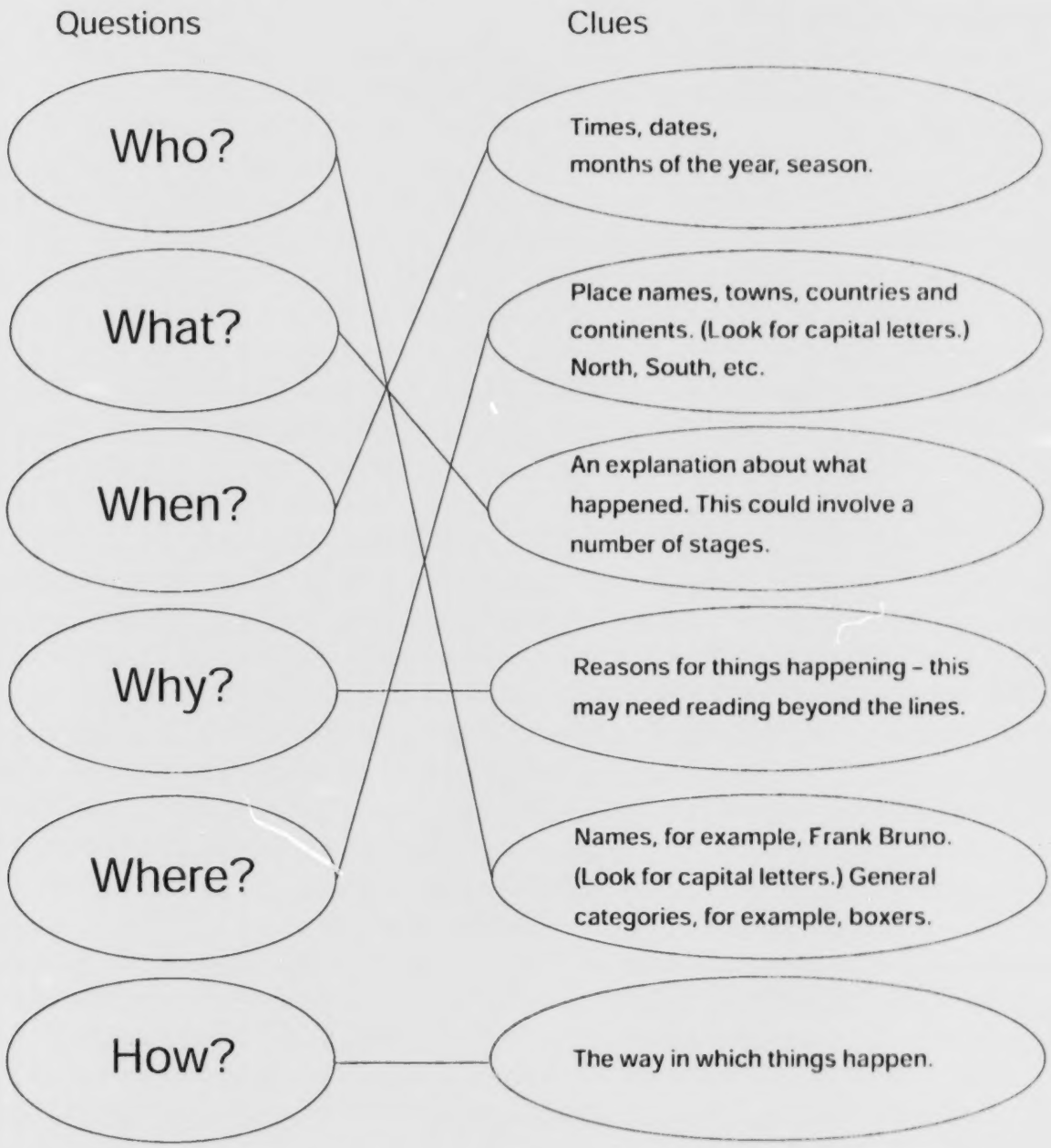
Questions can give clues about what to take into account when you are looking for answers. This is very important when you are scanning for information.

Match the questions to the clues in the writing.


Questions
Clues
Who?
What?
When?
Why?
Where?
How?
Times, dates, months of the year, season.
Place names, towns, countries and continents. (Look for capital letters.) North, South, etc.
An explanation about what happened. This could involve a number of stages.
Reasons for things happening – this may need reading beyond the lines.
Names, for example, Frank Bruno. (Look for capital letters.) General categories, for example, boxers.
The way in which things happen.

Teacher Sheet 2.2

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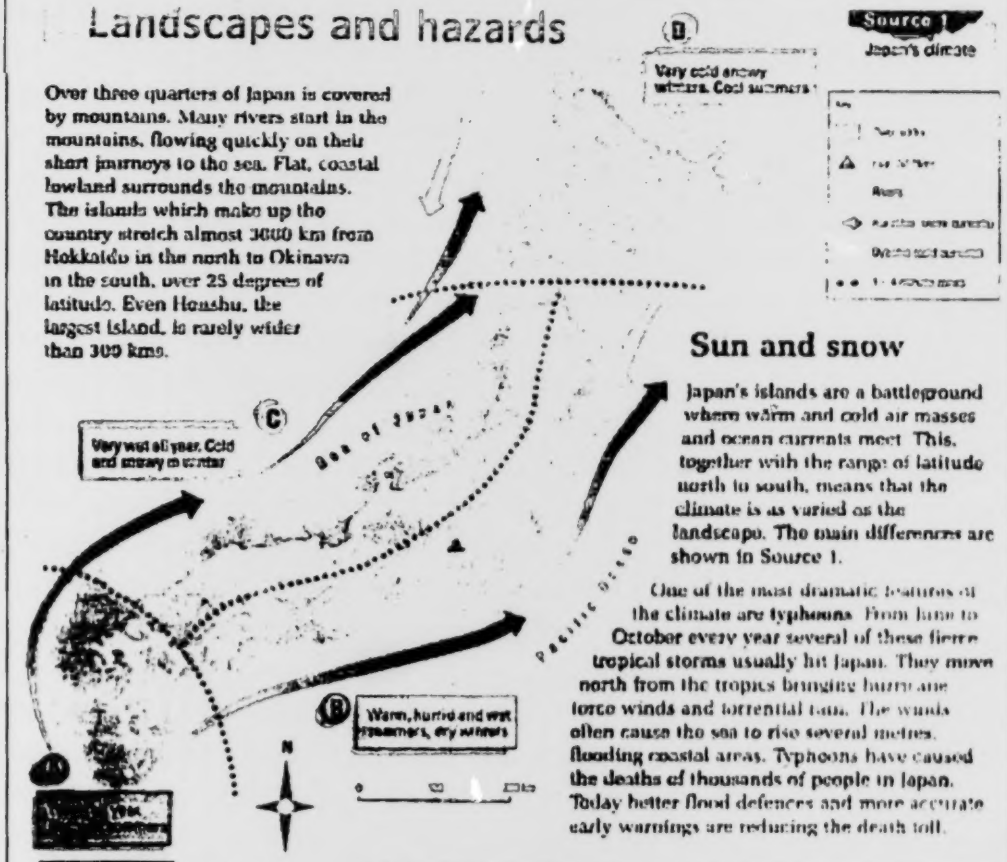
Landscapes and hazards

Over three quarters of Japan is covered by mountains. Many rivers start in the mountains, flowing quickly on their short journeys to the sea. Flat, coastal lowland surrounds the mountains. The islands which make up the country stretch almost 3000 km from Hokkaido in the north to Okinawa in the south, over 25 degrees of latitude. Even Honshu, the largest island, is rarely wider than 300 kms.

Source 1
Japan's climate



Sun and snow

Japan's islands are a battleground where warm and cold air masses and ocean currents meet. This, together with the range of latitude north to south, means that the climate is as varied as the landscape. The main differences are shown in Source 1.

One of the most dramatic features of the climate are typhoons. From June to October every year several of these fierce tropical storms usually hit Japan. They move north from the tropics bringing hurricane force winds and torrential rain. The winds often cause the sea to rise several metres, flooding coastal areas. Typhoons have caused the deaths of thousands of people in Japan. Today better flood defences and more accurate early warnings are reducing the death toll.

Source 2
Typhoon damage in Japan

Activity

a) How is the climate in the north of Japan different from that in the south? Why do you think this is?

b) What is the other name for a typhoon? What damage has the typhoon caused in Source 2. Suggest other sorts of damage which typhoons can cause.

c) Imagine you are a tourist staying in a hotel on the coast in Hokkaido. You hear a typhoon warning on the radio. As the typhoon approaches you make a telephone call home to describe what is happening. Write down your conversation

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Teacher Sheet/OHT 2.3

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Date	Event	Details
1914	Sakurajima, Kyushu.	Ash fell for over a year. Villages and farmland buried.
1923	Kanto Earthquake, Tokyo, 7.9 on the Richter scale.	Half a million houses destroyed. Landslides, fire. Over 100,000 dead.
1933	Tsunami (tidal wave) on Sanriku coast.	Over 4,000 dead.
1948	Fukai earthquake, 7.1 on Richter scale.	Nearly 4,000 dead.
1959	Ise Bay, Honshu (typhoon).	5,000 dead; 160,000 houses destroyed.
1983	Akita earthquake.	104 dead.
1988–1989	Mount Tokachi, Hokkaido.	Over 15 continuous major volcanic eruptions but no deaths.
1990 and 1993	Mount Unzen, Kyushu.	Two major eruptions killed over 40 people; 10,000 evacuated.
1993	Tsunami (tidal wave) hits Hokkaido. This was caused by a 7.8 earthquake.	250 dead or missing. Buildings and ships destroyed. Widespread flooding.
1995	Earthquake at Kobe, 7.2 on the Richter scale.	5,000 dead and up to 100,000 homeless.

Questions

1. What happened in 1983?
2. What happened in 1995?
3. What happened at Mt Unzen, Kyushu?
4. When did a tsunami hit Hokkaido?
5. What was the result of the earthquake in Kobe?
6. Where did a volcano erupt and cause no deaths?
7. How many people were killed in the Fukai earthquake of 1948?
8. How many houses were destroyed in the Ise Bay typhoon?

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Pupil Sheet/OHT 2.4

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Session 3 Scanning for information (2)

Objectives	Key terms	Materials
■ To consolidate the skill of scanning. ■ To scan extended texts for key factual information. ■ To understand the limitations of scanning and the need to use a range of reading strategies in different situations.	Scan: to read rapidly to pick out specific information from a text by locating key words. Extended text: longer passages of continuous prose.	■ Pupil booklets ■ Pupil Sheet 3.1 ('The Prophet Muhammad fasts'), one copy per pupil ■ Pupil Sheet 3.1, enlarged or OHT ■ Optional: magnifying glass for each pupil

Remember — Time: 3 minutes

- Ask pupils to recall the previous session and remind them how they scanned the table for information. Ask for a volunteer to explain the term *scanning*.
- Ask pupils when they have used this type of reading since the last session – ensure that there are some examples from school as well as home. They can refer to any notes made in their booklets.
- Remind pupils that when scanning they are always anticipating and that their eyes will be moving around the text quickly without reading every word.
- Explain that today's text is also the sort of text they could expect to meet in school.
- Outline that they could be reading it out of interest, as part of classwork, homework or research.

Model — Time: 6 minutes

- Read the text 'The Prophet Muhammad Fasts' (Pupil Sheet 3.1) to the class. Pupils should follow carefully.
- Quickly ascertain a general understanding.
- Now model the skill of scanning for surface information.
- Remind pupils that questions give clues about the information needed.
- Point out that this time they will be using their finger to guide them through the paragraphs rather than letting their eyes rove over the page.
- Using enlarged copy of Pupil Sheet 3.1, you might say: *'I want to find out who were the early prophets. I'll start in the first paragraph. If I use my finger down the middle of the paragraph, I can look for the proper nouns I need. It asks who, so I am looking for a name and it says 'were' so I need to look for more than one name. Here it is. I'll slow down and read this out: "...given by the Prophets, like Moses and Jesus. The last of the Prophets, and the most important prophet, was Muhammad". So the answer is Moses, Jesus and Muhammad.'* (You might want to use a magnifying glass instead of a finger to show the scanning process.)
- Point out the two processes. First, thinking about the question and what type of word is being looked for, and second, how the eyes follow the finger and 'see' the surrounding words but don't 'read' all the words; they settle on what is useful.

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Try

Time: 4 minutes

- Hand out copies of Pupil Sheet 3.1.
- Ask pupils to practise these skills.
- Explain that you will ask a question and they need to think about what sort of word they will look for.
- Ask *'Where was Muhammad born?'*
- Elicit from a pupil that they will be looking for a place name (a proper noun with a capital letter).
- Next, ask pupils to follow their finger (or the magnifying glass) down the centre of the writing until they see a possible answer.
- Take the answer and draw out any problem areas in the process.
- Practise with one or two more questions, pointing out the two parts of the process until pupils seem secure enough to try alone.
- Possible questions:
  - *'When was Muhammad born?'*
  - *'What was Muhammad's favourite place to pray and be quiet?'*

Apply

Time: 3 minutes

- Ask pupils to answer the next two questions without support. Remind them to think about what sort of answer they expect and to use their finger to guide their eyes.
  - *'What did Jibril tell Muhammad about himself?'*
  - *'Who wrote down the words that God spoke to Muhammad?'*
- Take one or two answers to questions and support any problems still evident. Offer reassurance to any pupil not succeeding. This is a skill they can practise and develop.

Secure

Time: 4 minutes

- Ask pupils to explain to a partner:
  - 'What is scanning?'
  - 'How can the question word help you to scan for information?'
- Listen to some of the explanations as a whole class.
- Ask pupils to notice when they use this skill in their subjects and what type of information it can help them find.
- Point out that this type of reading is a quick means of getting to surface information rather than answering more complex questions.

Notes

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THE PROPHET MUHAMMAD ﷺ FASTS

The word 'Islam' means 'to submit', and for followers of Islam this means to submit their lives to the will of Allah, and to live their lives according to this will. Early Muslims did this by carefully following instructions given by the Prophets, like Moses and Jesus. The last of the Prophets, and the most important prophet, was Muhammad ﷺ and it was through him that the Qur'an was given.

Muhammad ﷺ was born in Makka in 570 CE, which is in present day Saudi Arabia. Muhammad ﷺ was a member of the Quraysh tribe living in the desert. He loved Allah and spent many hours alone praying, meditating and fasting. His favourite place was a cave on Mount Hira, just outside Makka.

One night God sent the angel Jibril to him. Jibril told Muhammad ﷺ that he was to be 'the messenger of God' and ordered him to read from a scroll. Muhammad ﷺ explained that he could not read or write and asked Jibril to recite the words on the scroll for him. Muhammad ﷺ remembered what he had been told and got his secretary, Zaid, to write it down. Muhammad ﷺ preached to other people about what he had been told.

From *Id Ul-Fitr* by Kerena Marchant, reproduced by permission of Hodder and Stoughton Limited.

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Pupil Sheet/OHT 3.1
one per pupil

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Session 4 — Reading strategies (1)

Objectives	Key terms	Materials
■ **To identify reading strategies.** ■ **To become aware of physical features of skim reading.** ■ **To identify key features of layout.** ■ **To identify key question words.**	Skim: to look rapidly through text for a general impression of the main ideas. Layout: arrangement of text and pictures on the page. Heading: large print signalling a major new section of text. Sub-heading: print which signals a minor section of part of a text. It is usually larger than normal print. Captions: words of explanation or comment accompanying a diagram. Italics: a variation of print font used to draw attention to specific words.	■ Pupil booklets, page 7 ■ Selection of fiction texts ■ Selection of non-fiction texts (see 'Remember') ■ Pupil Sheet 4.1 (layout features of text), one per pair, cut into cards plus enlarged set for the teacher ■ Pupil Sheet 4.2 (key question words), one copy, cut into cards ■ A textbook currently in use in Year 7 (see 'Notes') ■ Enlarged page from above textbook, one copy per pair plus one for teacher ■ Blu-tack

Remember — Time: 5 minutes

- Show pupils an example of a fiction and a non-fiction text.
- Explain or draw on pupils' own knowledge to establish how we know which is fiction or non-fiction by looking at the cover. Refer to the title, illustrations, book blurb, etc. (This must be kept brisk.)
- Show non-fiction selection, eg a textbook, travel brochure or Argos catalogue, and ask why we would read such texts.
- Identify reading strategies:
  - Let pupils look through selection of non-fiction texts for a minute.
  - Ask what they did when they started to read the text (refer to page 7 of the pupil booklet as a guide since pupils will return to these questions later).
- Remind pupils about the paths their eyes took while scanning for information.
- Ask pupils what they did with their eyes as they looked through the book.

Model — Time: 2 minutes

- Tell pupils they are going to consider how layout helps us locate information.
- Prepare enlarged cards which identify layout features of text (Pupil Sheet 4.1).
- Pick cards up, one by one, and define each in turn. You might say *'**Heading**, that tells me what a page, chapter or section of the text will be about. It will help me know what to expect next and know whether it is what I want or am interested in. **Sub-heading**, this will break down the subject for me and tell me a little more detail. **Caption**, that comes with a photograph or illustration. It is the explanation about that information. **Introduction**, that introduces or starts me off with the basic information for me to start understanding the book or piece of writing. **Italics**, I know that these are used to separate the words from the rest of the text, sometimes to emphasise a word or in captions.'*

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Try

Time: 5 minutes

- Show pupils a selected Year 7 textbook in current use (see 'Notes').
- Hand out copies of the selected page from the textbook (one per pair of pupils).
- Without reading the text, ask pairs to label the appropriate parts of the text.
- Discuss how features were identified in terms of print and positioning.
- Remove enlarged copy of page and ask pupils to recall everything they can remember of the information on the page, and ask pupils to say what helped them remember features.
- Point out how the features enabled them to skim material.

Apply

Time: 4 minutes

- Refer pupils to the booklet and to the consolidation and recording task on page 7, and ask pupils to complete the section in their booklets.

Secure

Time: 4 minutes

- Show cards from Pupil Sheet 4.2 with key question words ***What? Who? When? Where? How? Why?*** Reinforce how they have identified that they can use headings etc to find relevant sections of the text to read for detailed information.
- Using the enlarged text, ask pupils several simple questions, covering as many question words as the chosen text allows.
- One question at a time, volunteer pupils should identify where the answers to key questions will be found, and then stick the card next to the relevant section on the teacher's copy of the text.

Notes

- Note that this session requires a little more preparation than usual. Session teachers need to
  - locate suitable Year 7 textbook
  - select and enlarge for each pair a page which includes a range of presentational features (eg headings, sub-headings, pictures, captions, etc)
  - prepare a few simple questions using as many of the key question words as the page allows, which can be easily located using presentational features.

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heading	italic	
smaller	introduction	
bigger	sub-heading	

Pupil Sheet 4.1 Layout features of text
one per pair, cut into cards

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What?

Who?

When?

Where?

How?

Why?

Pupil Sheet 4.2 Key question words
one copy, cut into cards

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Session 5 Reading strategies (2)

Objectives	Key terms	Materials
■ To explore strategies for working out meaning in texts of different degrees of difficulty.	Specialist words: Words that relate to a particular subject. Skim: to look rapidly through text for a general impression of the main ideas. Difficulty: the level of challenge for a reader.	■ Teacher Sheet/OHT 5.1 (extract from *Our Planet*) enlarged ■ Pupil Sheet 5.2 (Tokyo – extract from *Contexts*) one per pupil ■ Pupil Sheet 5.3/OHT (earthquake diagram from *Our Planet*) enlarged ■ Pupil Sheet 5.4 (Richter scale from *Our Planet*) one per pupil

Remember — Time: 2 minutes

- Remind pupils of task from the previous session, which focused on key question words.
- Remind the group or draw on their recollection to establish that as they looked for answers they should have been using layout features to identify sections, capital letters for names of people and places, numbers for dates, etc.
- Introduce and define the term specialist words – *words that relate to a subject and have a particular meaning*, eg sports terms such as *gymnasium, goal, tournament*.

Model — Time: 3 minutes

- Display enlarged version of text 'An earthquake…'(Teacher Sheet 5.1).
- Model the process of skimming to identify specialist terms or difficult language. You might say: *'I'm going to go over this really quickly and I'm going to let myself notice the words that aren't clear to me or are important. **Earthquake**, that's important, I'll circle it* [mark word on text]. *I'm fine on words like **collapse** and **ripped apart**. **Earth's crust**, that's a specialist term, I'll circle it* [mark text]. ***Richter scale**, what's that? I'll circle that too* [mark text].'
- Model going back to circled words and articulate thinking process to decode for meaning. Tick all except *Richter scale*.
- Point out that the number of circled words shows the degree of difficulty of text.

Try — Time: 4 minutes

- Give pupils a copy of *Contexts – Tokyo* (Pupil Sheet 5.2).
- In pairs, ask pupils to skim text for key words or unknown words and circle them. Emphasise that they are not reading for detail.
- Then ask pupils to tick the key words that they understand, saying aloud how they are working them out, and assess how difficult the text would be from the number and type of unknown words.
- Discuss perceptions of that text.
- Ensure they understand that the greater the number of words left unticked, the higher the number of unknown words and hence the degree of difficulty.

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Apply

Time: 5 minutes

- Give pupils a copy of the diagram of an earthquake (Pupil Sheet 5.3).
- Ask pupils to skim the text.
- On the enlarged copy circle key words which pupils say are difficult.
- Discuss meaning of *epicentre* and work out meaning from diagram. Note that the meaning of words can be found by looking at diagrams and pictures.
- Note also words within words, for example *epi**centre*** to help understand meaning. We can think about the meaning of the parts of the word we understand.

Secure

Time: 6 minutes

- Display enlarged copy of the Richter scale (Pupil Sheet 5.4).
- Ask pupils to skim for information and not read for detailed meaning.
- Remind pupils to move their eyes quickly over the words.
- Ask pupils to identify difficult words.
- Take pupil feedback and mark text accordingly.
- Ask pupils if they can identify any words within words (or parts of words) to help understanding and work out meaning: *ruinous*, *disastrous*, *catastrophic*.
- Comment on the way the pictures support the text.
- Ask pupils to notice and note down what type of reading they do in lessons. What features of the books are they using and how do they work out difficult words?

Notes

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An earthquake

can turn a town to rubble.
The ground shakes and buildings collapse. Roads are ripped apart, bridges break up and power lines fall down. The shaking may only last for thirty seconds. But fires often start in the rubble, and water pipes may burst. Earthquakes are caused by movements in the Earth's crust. Their size is measured on the Richter scale, from 0 to 9.

Text from *Our Planet* by Scott Steadman. © The Salariya Book Co Ltd, www.salariya.com

Teacher Sheet/OHT 5.1

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Tokyo

Tokyo is important not just as Japan's capital city, but as a world city (only New York, Los Angeles and Mexico City have more people). One in ten of Japan's population lives here. Tokyo is also the most densely populated prefecture in Japan. Its location on the wide Kanto plain on central Honshu's Pacific coast is one of the major reasons for its success. Flat land is in very short supply in this mountainous country.

Originally called Edo, the city was renamed Tokyo in 1868. It then became the political and financial centre of the country. In 1923, the Great Kanto Earthquake destroyed most of the area in and around Tokyo. Over 600,000 homes were lost, many as a result of the fires which broke out after the earthquake. Second World War bombing caused fresh damage. In the years after the war, Tokyo grew rapidly. Industry flourished along the coastal belt west of Tokyo and the population has almost doubled today from the 6.3 million total of 1950.

Many people work in the tertiary sector (see Source 4), often for small companies. Prices for land are high and many larger companies are beginning to move their factories and offices away from the city, although many still keep their head offices in the capital.

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Text from *Contexts*, published by Longman Geography, series editor Vincent Bruce. © Longman Group Limited 1995

Pupil Sheet 5.2
one copy per pupil

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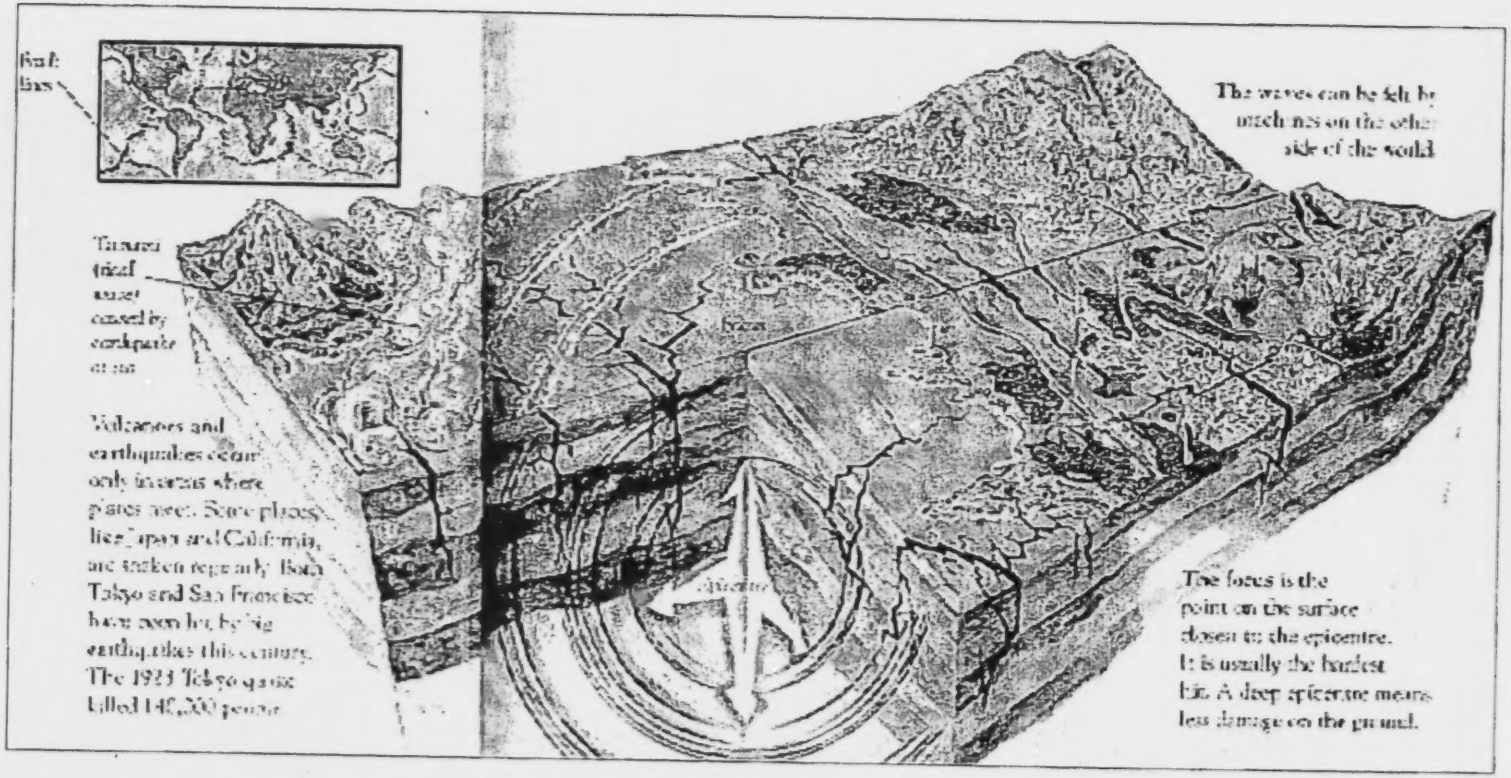
Earth
Sun
Tsunami (tidal wave) caused by earthquake at sea
Volcanoes and earthquakes occur only in areas where plates meet. Some places, like Japan and California, are shaken regularly. Both Tokyo and San Francisco have been hit by big earthquakes this century. The 1923 Tokyo quake killed 140,000 people
The waves can be felt by much ships on the other side of the world
Asia
Africa
The focus is the point on the surface closest to the epicentre. It is usually the hardest hit. A deep epicentre means less damage on the ground.

From *Our Planet* by Scott Steadman © The Salariya Book Co Ltd

Pupil Sheet/OHT 5.3

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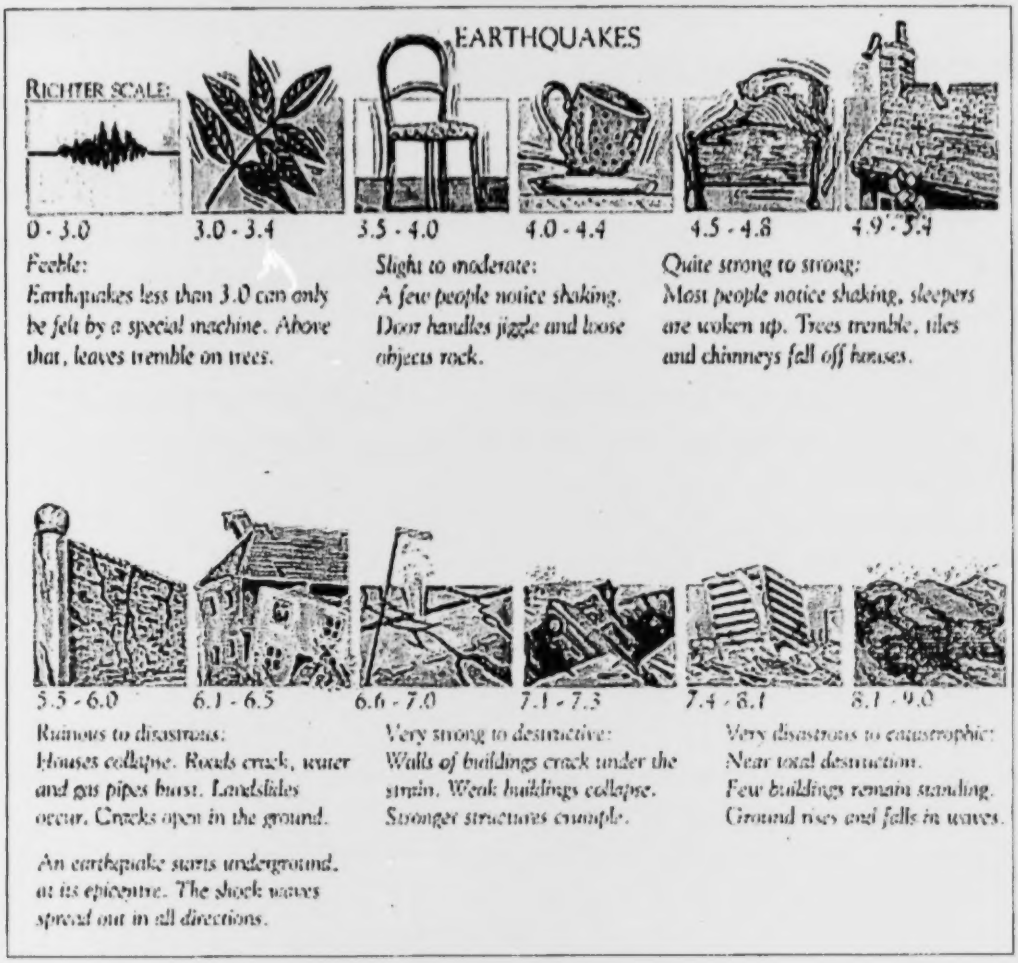
EARTHQUAKES
RICHTER SCALE:
0 - 3.0
3.0 - 3.4
3.5 - 4.0
4.0 - 4.4
4.5 - 4.8
4.9 - 5.4
Feeble:
Earthquakes less than 3.0 can only be felt by a special machine. Above that, leaves tremble on trees.
Slight to moderate:
A few people notice shaking. Door handles jiggle and loose objects rock.
Quite strong to strong:
Most people notice shaking, sleepers are woken up. Trees tremble, tiles and chimneys fall off houses.
5.5 - 6.0
6.1 - 6.5
6.6 - 7.0
7.1 - 7.3
7.4 - 8.1
8.1 - 9.0
Ruinous to disastrous:
Houses collapse. Roads crack, water and gas pipes burst. Landslides occur. Cracks open in the ground.
An earthquake starts underground, at its epicentre. The shock waves spread out in all directions.
Very strong to destructive:
Walls of buildings crack under the strain. Weak buildings collapse. Stronger structures crumple.
Very disastrous to catastrophic:
Near total destruction. Few buildings remain standing. Ground rises and falls in waves.

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Pupil Sheet 5.4
one copy per pupil

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Session 6 — Key question words

Objectives	Key terms	Materials
■ **To identify key words in questions.** ■ **To analyse features of layout.** ■ **To skim read non-fiction.**	**Scan**: to read rapidly to pick out specific information by locating key words. **Skim**: to look rapidly through text for a general impression of the main ideas. **Layout**: arrangement of text and pictures on the page. **Heading**: large print signalling a major new section of text. **Sub-heading**: print which signals a minor section of part of a text. It is usually larger than normal print. **Captions**: words of explanation or comment accompanying a diagram. **Italics**: a variation of print font used to draw attention to specific words.	■ Pupil Sheet 6.1/OHT (pp 18–19 from *Our Planet*) enlarged ■ Pupil Sheet 4.2 (question words) enlarged

Remember — Time: 2 minutes

- Remind or ask pupils to recall key question words: *Who? What? When? Why? Where? How?*
- Remind pupils how, when they scan for information, they use the question to anticipate particular details they need to locate, eg particular letters or words, numbers for a date or measurement, etc.

Model — Time: 6 minutes

- Display the complete double page spread from *Our Planet* (Pupil Sheet 6.1). This was used in extracts in the previous session. Make sure that everyone can see the text.
- Write the following question on the whiteboard: *'What is the effect of the position of the epicentre of an earthquake?'*
- Model identifying the key words in the question.
- Circle *what* and identify other key words in the question, *position* and *epicentre*.
- Model the scanning technique to find key words on Pupil Sheet 6.1 (draw your finger across the page if this helps pupils to remember).
- Read out and point to the section '**The focus** is the point on the surface closest to the epicentre. It is usually the hardest hit. A deep epicentre means less damage on the ground.'
- Model answering the question using key words from questions to shape answers. You might say, or have written out earlier on OHT: *'The position of the epicentre of an earthquake determines how much damage is caused by the earthquake. A deep epicentre causes less damage on the ground than one not far from the surface. The place on the surface closest to the epicentre will be damaged most.'*
- Show how the answer combines some of the question with details from the text.

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Try

Time: 3 minutes

- Tell pupils that you will give them a question and they are going to skim the page quickly to find the relevant section. Then they close read to prepare an answer to the question written on the whiteboard or flipchart: *'Where do earthquakes occur regularly?'*
- Ask pupils to identify key words in the question, and circle them.
- Take quick feedback to ensure pupils are on the right lines.

Apply

Time: 4 minutes

- Tell pupils to highlight key words and phrases and compose a complete oral answer.
- Take feedback and praise answers that go beyond repetition of text.

Secure

Time: 5 minutes

- Summarise what has been learned in the last two weeks:
  - How to identify types of question.
  - How to identify key words in questions.
  - How to use headings and sub-headings to find relevant sections of text.
  - How to identify key words in text.
  - How to use key words from questions to find the answer.
  - How to move eyes quickly, looking for names, places and numbers, etc.
  - How to use key words in answers.
- Ask pupils to recall when they use these skills in their lessons during the next three or four days.

Notes

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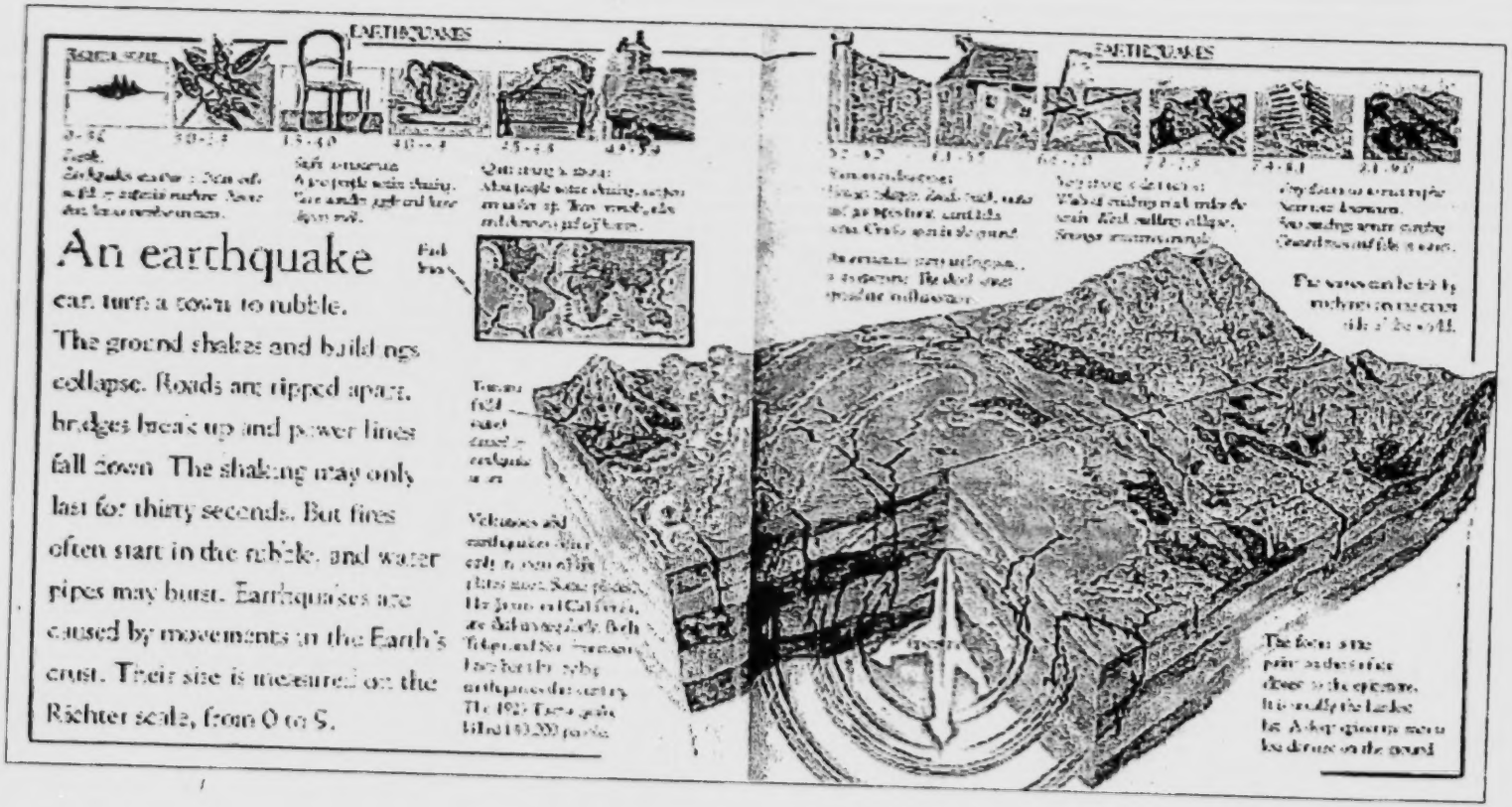
EARTHQUAKES
EARTHQUAKES
An earthquake
can turn a town to rubble.
The ground shakes and buildings
collapse. Roads are ripped apart,
bridges break up and power lines
fall down. The shaking may only
last for thirty seconds. But fires
often start in the rubble, and water
pipes may burst. Earthquakes are
caused by movements in the Earth's
crust. Their size is measured on the
Richter scale, from 0 to 5.

From *Our Planet* by Scott Steadman. © The Salariya Book Co Ltd. www.salariya.com

Pupil Sheet/OHT 6.1

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Session 7 Reading images

Objectives	Key terms	Materials
■ To make connections with prior knowledge. ■ To extract information from photographs, paying close attention to detail. ■ To set appropriate questions for further information gathering.	Photograph: picture taken with a camera. Illustration: drawing. Image: a picture, or part of a picture, often with symbolic overtones or resonance. Predict: to guess what will happen on the basis of evidence. Speculate: to think imaginatively about what could happen or has caused something to happen. Fact: a specific detail which can be verified. Prior knowledge: what we already know.	■ Pupil booklets, page 8 ■ Pupil Sheet 7.1 (in the shelter), enlarged or OHT ■ Pupil Sheet 7.2 (in the underground station), one copy per pair ■ Whiteboards and markers for pupils

Remember — Time: 1 minute

- Remind pupils that so far they have worked mainly on text-based sources but that we also get a great deal of information from photographs, illustrations and diagrams. In other words, these can be read too.
- Tell pupils that this session will use photographs to gain information and to ask questions. This will be built on during the week.

Model — Time: 5 minutes

- Use the enlarged version or OHT of photograph (Pupil Sheet 7.1) and make sure that it is visible to all pupils.
- Explain to pupils that when we look at photographs we absorb a lot of information automatically and that photographs can often prompt questions for further investigation.
- Model the process of 'reading' photographs. Show there is a thinking process behind our 'reading':
  - observations are followed by
  - connecting with what we already know, then
  - predicting or speculating about what we would like or need to know.

  You may wish to use this, or a similar script. As you talk, model the process of jotting key words onto the small whiteboard – use the spider diagram format. (This note-making will be developed later in the unit.)

  'This looks like a family scene but the family are not at home [write *family*]. *Gas masks were used during the Second World War and these people are using them* [write *Second World War, gas masks*]. *This tells me that it is wartime. They are playing dominoes to pass the time. It looks as if they are in a room made of metal. They could be sheltering from an air raid* [write *air raid* and *shelter*].'
- Point out some of the words you have used: *looks like, could be, tells me that,* the language of speculation or investigation.

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- Next, model the questioning process (how questions can be developed from the notes made). Suggest some questions and write one or two down on the whiteboard, eg *'Is this an air raid? Where is the family sheltering? How long did raids last?'*

Try — **Time: 6 minutes**

- Provide Pupil Sheet 7.2 for each pair (photograph of people sheltering in the underground station).
- In pairs, pupils take it in turn to 'think aloud' about the photograph, as modelled previously by the adult. Tell them they should try to describe what they see and also try to speculate about what they see, or what they would like to know.
- Take feedback about the photograph and model taking notes on the whiteboard. Keep the pace brisk.
- Ask pairs to make up three questions they would like answered about the picture and to write these on their whiteboards.
- Collect questions orally.

Apply — **Time: 5 minutes**

- In the pupil booklet, page 8, pupils have a copy of a further photograph, Pupil Sheet 7.3. There is white space around it for comments or annotation and space below for three questions.
- Individually, pupils should note their observations around the photograph and write their three questions.

Secure — **Time: 3 minutes**

- Draw ideas and questions from pupils.
- Emphasise how photographs and images can provide information.
- Listen to a selection of pupils' questions.

Notes

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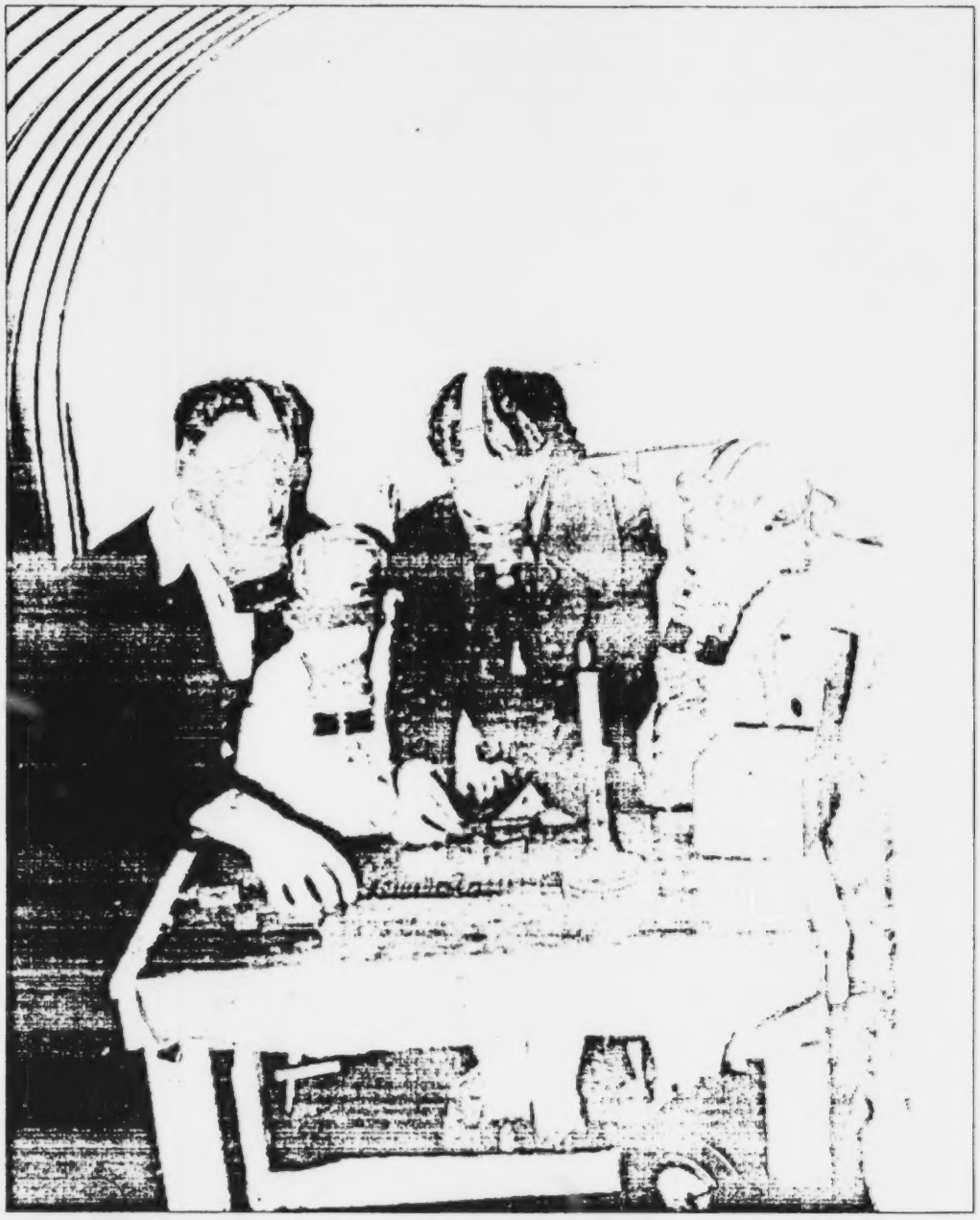

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Photograph courtesy Hulton Getty Picture Agency

Pupil Sheet 7.1

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Photograph courtesy Hulton Getty Picture Agency

Pupil Sheet 7.2
one copy per pair of pupils

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Photograph courtesy Hulton Getty Picture Agency

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Pupil Sheet 7.3

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Session 8 Interpreting words and pictures

Objectives	Key terms	Materials
■ **To integrate information gained from text and images.**	Image: picture, or part of a picture, often with symbolic overtones or resonance. Text: words. Close reading: detailed reading rather than skimming or scanning.	■ Pupil Sheet 8.1 (in the underground station) ■ Pupil Sheet 8.2 (in the shelter) ■ Pupil Sheet 8.3 (the Blitz)

Remember — Time: 2 minutes

- Remind pupils of last session and how they practised 'reading' images and setting questions.
- Explain that in this session they will use both images and text to deduce information.

Model — Time: 4 minutes

- Use photograph, Pupil Sheet 8.1 (the underground station), and the accompanying text. Read the text aloud once.
- Go back to the text and model the reading of the words with reference to the photograph. You might say '*"During the Blitz, many Londoners..." Yes, that confirms what I thought. It is London and it is wartime. It also says "in Holborn underground station" so that answers exactly where this is taken. The next sentence tells me how many people sheltered in the tube nightly: "almost 180,000". The photograph shows a lot of people in the one station. Now I know the numbers across London. This is interesting about the snoring sounding "like the wind". It says "the story goes" so that tells me it has become a story that people tell but is probably not factual at all.*'
- Show how the text has answered some of the questions raised by the photograph and that the photograph has also supplied information not in the text. For example – exact place and numbers from the text; conditions experienced by people shown in the photograph.

Try — Time: 6 minutes

- Explain that the pupils have seen how sometimes the text and images work together to provide a fuller picture than either one alone.
- In pairs, pupils should take turns reading and interpreting the text which accompanies the photograph, Pupil Sheet 8.2 (a London family's Anderson shelter).
- Take feedback about the subject and the process:
  - What did they learn from the text and what was only available from the image? (Text – name of construction and person it was named after. Image – shows the need to keep occupied during the raids; helps imagine the cramped space and the discomfort of wearing the gas masks.)
  - How easy or difficult is it to keep looking between text and image?
  - What were the pupils doing with their eyes?

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Apply

Time: 4 minutes

- Use photograph, Pupil Sheet 8.3 (the Blitz), and accompanying text and ask pupils to 'read the texts' individually.
- Ask pupils to make a mental note of the information they get from the photograph alone and anything they learn from the words alone.

Secure

Time: 4 minutes

- Ask pupils to contribute ideas and draw together the information gathered from the task.
- Emphasise the process of cross-referencing and checking between text and image.
- Show pupils how the combination of text and image can lead to a fuller understanding of information.

Notes

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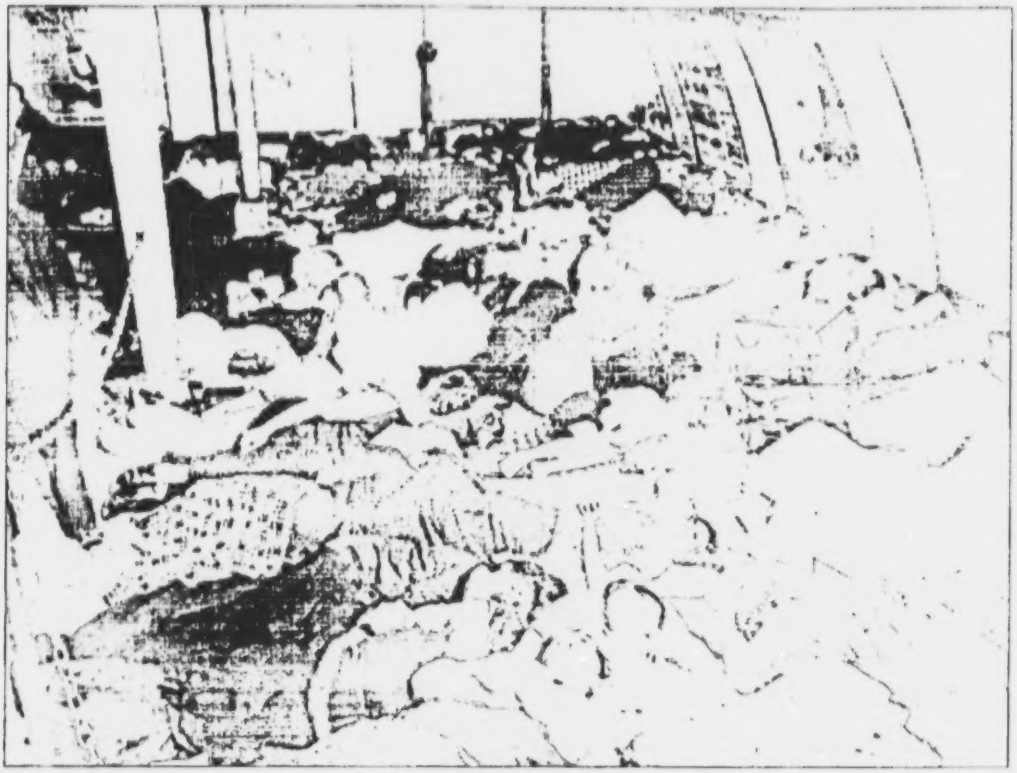

During the Blitz, many Londoners slept on platforms of underground stations because they felt safer there away from the bombs. The picture shows people taking refuge in Holborn underground station. During the worst part of the bombing, almost 180,000 people slept in the tube stations each night. The story goes, that the loud snoring in the tunnels sounded like the wind.

Photograph courtesy Hulton Getty Picture Agency

Pupil Sheet 8.1

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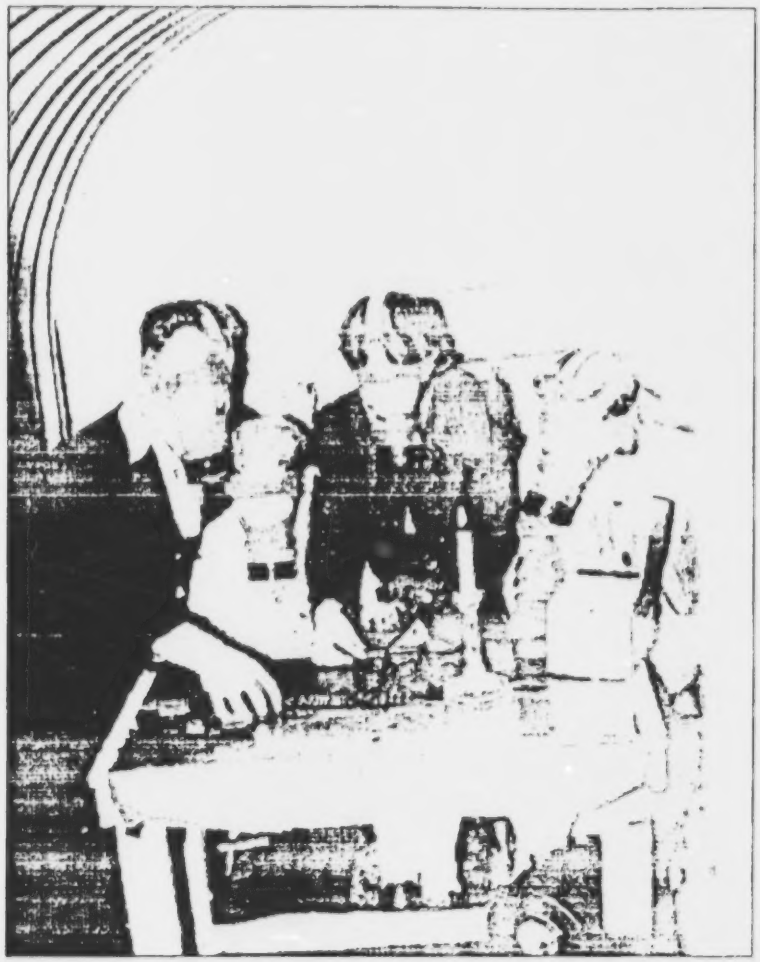

Many people built shelters during the Blitz to protect them from air raids. The picture shows the inside of one kind, called an Anderson shelter. It got its name from Sir John Anderson, who was Home Secretary at the time. Its corrugated iron shell sat half-buried in the back garden. Everyone was given a gas mask in the war because the government feared that some bombs might contain poisonous gas. This family is enjoying a game of dominoes in spite of the bombs and the threat of gas.

Photograph courtesy Hulton Getty Picture Agency

Pupil Sheet 8.2
one copy per pair of pupils

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The picture shows a German bomber, called a Heinkel, flying over the Isle of Dogs in London's East End during the Blitz in 1940. Huge areas of the East End of London and the Docks were flattened by German bombs. Notice the River Thames snaking its way across the picture.

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Photograph courtesy The Art Archive

Pupil Sheet 8.3

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Session 9 — Types of ambiguity

Objectives	Key terms	Materials
■ To introduce passive and active sentences. ■ To understand the meaning of complex sentences.	Ambiguity: uncertainty about what is meant in a text; having a double meaning. Interpretation: understanding of what is meant in a text. Active: eg The dog bit the boy. Passive: eg The boy was bitten by the dog.	■ Pupil booklets ■ Teacher Sheet/OHT 9.1 ■ Pupil Sheets 9.2 and 9.3, enlarged or OHT ■ Pupil Sheet 9.4, one per pupil ■ Pupil Sheet/OHT 9.5 (statements on close reading)

Remember — Time: 2 minutes

- Review pupils' experiences of learning through diagrams.
- Remind pupils that often a person can read all the words in a text individually but not necessarily understand fully what the text is about.
- Give them an example of someone trying to read complicated instructions, eg computer games/PlayStation, etc. or highly technical equipment user guides.
- Explain the term *ambiguity* and explain that ambiguity, like unknown words, makes it difficult to understand text.

Model — Time: 5 minutes

- Write the sentence on whiteboard: *'This is the only bear found south of the equator'*, so that it is visible for the whole class to see.
- Explain to the class that the sentence is passive, that it is not made clear who is doing the finding and there is no one taking any action.
- Using Teacher Sheet/OHT 9.1, go through the ambiguity of this passive sentence.
- Change the sentence to an active form, where the person finding is specified (you, people).
- Write on whiteboard: *'South of the equator, you would find only one species of bear.'*
- Ask the class: *'Why is the active sentence easier to understand?'*
- Summarise why there is sometimes difficulty in interpreting sentences written in the passive:
  - a reader can get confused about collective nouns, eg *bear* meaning more than one bear or a species;
  - they are complex sentences which put a lot of information into one sentence;
  - sometimes sentences assume a previous knowledge and use subject or technical vocabulary or jargon.

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Try

Time: 5 minutes

- Make visible to the class the sentence, *'A significant price is commanded in the market place by the polar bear's coat'* (Pupil Sheet 9.2, enlarged or OHT).
- Ask selected pupils to explain the meaning of *commanded* and *significant* in the sentence.
- Ask the class to talk about what they think is ambiguous in the sentence and write their answers around the sentence using the question prompts.
- Ask the pupils to summarise why the sentence is ambiguous by encouraging them to suggest the funniest interpretations. For example, *'Is the bear's coat talking?'*
- Show the class the active sentence from the sheet (Pupil Sheet 9.3, enlarged or OHT).
- Ask pupils to explain why they think the active sentence is a more straightforward way to put across information.

Apply

Time: 4 minutes

- Ask the pupils to work in pairs. Give each pair a copy of Pupil Sheet 9.4, 'Bears eat all kinds of food. Their diet...berries'.
- Ask pupils to discuss the statements to identify the different levels of interpretation and suggest how they are ambiguous. (eg Do bears eat all kinds of food, including burgers?)
- Ask the pupils to try and rewrite the sentences in the space provided, to make the meaning clearer.
- Take feedback on the varying levels of interpretation from the sentences.
- Take feedback on some of the sentences created, commenting on clarity.

Secure

Time: 4 minutes

- Show Pupil Sheet/OHT 9.5 (statements on close reading) and read aloud.
- Next draw pupils' attention to the eight statements in the pupil booklet on page 9.
- Ask pupils to read each sentence carefully and to tick the boxes.
- Take feedback on the statement which attracted strongest agreement or disagreement.

Notes

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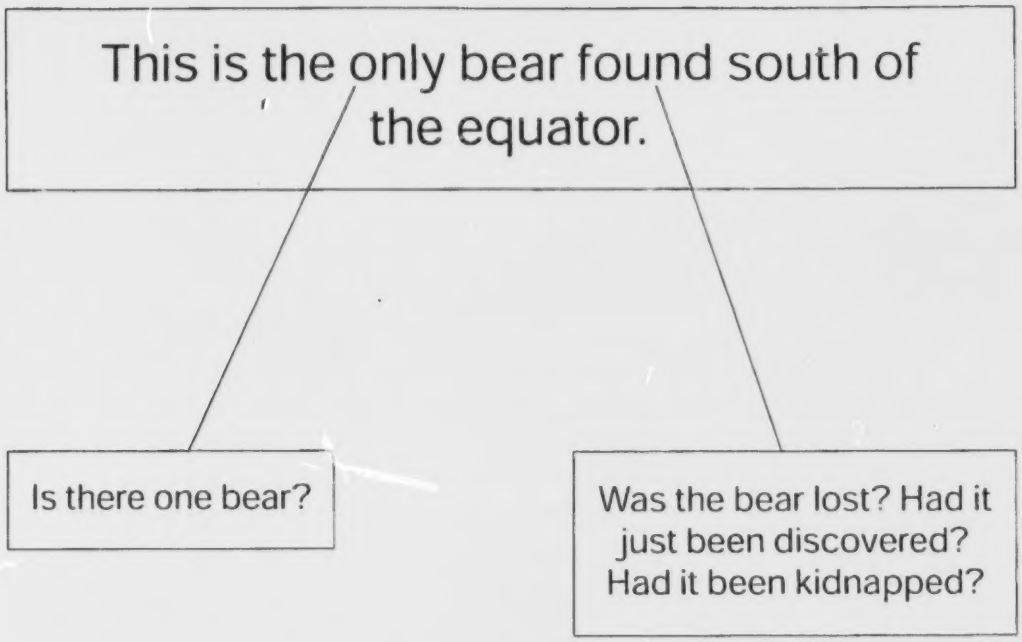
This is the only bear found south of the equator.
Is there one bear?
Was the bear lost? Had it just been discovered? Had it been kidnapped?

Bear is used to mean a type of bear.
Bear is used to mean many of them and not just one.

Teacher Sheet/OHT 9.1

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A significant price is commanded in the market place by the polar bear's coat.

Why could this confuse the reader?

Why could this confuse the reader?

Does this mean bears in the market place?

Pupil Sheet/OHT 9.2

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Fur traders can ask a huge amount of money for a polar bear's coat.

Why is this sentence easier to understand?

Pupil Sheet/OHT 9.3

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Bears eat all kinds of food.
Their diet includes meat, fish,
fruit, nuts, leaves and berries.

Rewrite the sentence to make the meaning clearer:

.....

.....

.....

.....

.....

Pupil Sheet/OHT 9.4
one copy per pair of pupils

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1. All words need to be known so that a hard text can be understood.
2. Only specific words need to be known so that hard texts can be understood.
3. Some texts make it hard on the reader by using too many complex sentences.
4. Some texts break down the difficult text by using sub-headings or a glossary.
5. When close reading you need to pick out the important words.
6. When close reading readers should ignore anything they don't understand.
7. A successful reader will scan the text and then read closely to understand the text fully, looking at the hints given in the question – who, where, when, etc.
8. Some readers will guess at what the text is about and hope that they are right.

Pupil Sheet/OHT 9.5
Statements on close reading

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Session 10 Understanding difficult texts

Objectives

- To introduce close reading.
- To recognise what makes a text dense.
- To extract relevant information from a dense text.
- To highlight the need for definitions of some words within a passage.

Key terms

Comprehension: understanding.
Glossary: list of key terms, with explanations.
Ambiguity: uncertainty about what is meant in a text; having a double meaning.

Materials

- Pupil booklets, page 10
- Teacher Sheet/OHT 10.1 (Tripcolosis)
- Pupil Sheet 10.2, one per pupil
- Pupil Sheet 10.3, one per pair
- Teacher Sheet/OHT 10.4

Remember — Time: 3 minutes

- Remind pupils of the term *ambiguity*.
- Tell pupils that they are going to continue to look at unknown words and ambiguity and the effects they have on us when we try to read for information.

Model — Time: 5 minutes

- Using OHT or enlarged text (Teacher Sheet 10.1), focus on the text 'Tripcolosis', making sure it is visible to the class.
- Ask the pupils to scan through the text in one minute, picking out any words they recognise.
- After one minute cover up the text.
- Ask pupils to call out any words they can remember. Write them up.
- Uncover the text 'Tripcolosis'.
- Model for pupils how you work out pronunciation and make them repeat after you.
- Ask the pupils the following questions:
  - *'What is the text about? How do you know?'*
  - *'Which place is mentioned? How do you know?'*
  - *'Why is comprehension of the text so difficult? What does a reader need to know in order to make sense of it?'* If necessary, model answers for pupils.

Try — Time: 4 minutes

- Ask pupils to work in pairs answering the questions on Pupil Sheet 10.2, beginning with:
  - 1. What is Tripcolosis?

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Apply

Time: 3 minutes

- Ask the pupils to work individually.
- Give each pupil a copy of 'Tripcolosis' plus glossary (Pupil Sheet 10.3).
- Ask the pupils to place the words from the glossary in the correct space. They may need to use the main text 'Tripcolosis' to help them. (Keep this visible as OHT or enlarged copy.)
- Ask the pupils if they were able to comprehend the meaning of *Tripcolosis* once specific words were given a definition. Ask them what they think it means.

Secure

Time: 5 minutes

- Explain that a reader can understand a text and make sense of it just by recognising a familiar word order and/or vocabulary. However in some cases specific words need to be known so that a reader can understand what is being read.
- Ask the pupils to complete page 10 in their booklets, individually, making up a glossary of their own for unfamiliar words.
- Use Teacher Sheet/OHT 10.4 to exemplify a possible answer.

Notes

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Tripcolosis

Tripcolosis is the fear of garagtui. It is found most often in diacosis who live in Hikosimisoes. When a garagtui sees a waftus its fur stands on end and its eyes bulge like a frog. The people of Hikosimisoes are not affected by Tripcolosis because they are human.

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Teacher Sheet/OHT 10.1

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1. What is Tripcolosis?

Tripcolosis is the fear of

2. Where is Tripcolosis most often found?

Tripcolosis is found most often in

3. Where do diacosis live?

Diacosis live in

4. What happens when a garagtui sees a waftus?

When a garagtui sees a waftus it

5. Why aren't the people of Hikosimisoes affected by Tripcolosis?

The people of Hikosimisoes aren't affected by Tripcolosis because

Pupil Sheet 10.2
one copy per pair of pupils

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Tripcolosis

Tripcolosis is the fear of _____. It is found most often in _____ who live in Hikosimisoes. When a _____ sees a _____ its fur stands on end and its eyes bulge like a frog. The people of Hikosimisoes are not affected by Tripcolosis because they are human.

Glossary

garagtui = mice

diacosis = elephants

waftus = rat

Pupil Sheet 10.3
one copy per pupil

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Use the same text and make up words and a glossary to change the meaning of Tripcolosis.

Tripcolosis

Tripcolosis is the fear of _____.
It is found most often in _____
who live in Hikosimisoes. When a
_____ sees a _____ its fur stands
on end and its eyes bulge like a frog.
The people of Hikosimisoes are not
affected by Tripcolosis because they
are human.

Glossary

Teacher Sheet 10.4

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Session 11 Close reading

Objectives	Key terms	Materials
■ To close read a dense text. ■ To explore how a dense text switches from a title to a pronoun. ■ To read backwards to other paragraphs to find the subject to which information is related.	Pronouns: words used instead of a noun to improve writing by reducing repetition. Subject: the agent in a sentence. Paragraph: a section of a piece of writing. A new paragraph usually marks a change of focus, time or place, or a change of speaker in a passage of dialogue.	■ Pupil booklets, page 11 ■ Pupil Sheet/OHT 11.1 ('Helping the Performer...') ■ Teacher Sheet/OHT 11.2 (agree/disagree table)

Remember — Time: 1 minute

- Remind pupils that dense texts can be hard to read because of new words and terms.
- Remind pupils that passive sentences can make comprehension difficult.
- Tell them that many adults also find that texts such as the following are difficult to read.

Model — Time: 4 minutes

- As a class look at the opening paragraph of Pupil Sheet 11.1, 'Helping the Performer Improve Skills' (enlarged or OHT).
- Read the first sentence of paragraph 1 to the class.
- Explain that it is difficult to comprehend because of the repeated word *skill* and the challenging words *development* and *introducing* in the first sentence.
- Point out the words *coach* and *performer* as being the subjects of the text.
- Read paragraph 2: 'He or she can use the methods mentioned ... skill.'
- Circle *he* and *she* and ask the group which subject the pronouns are referring to – the coach or the performer?
- How do they know? Is the meaning clear? Focus on how we can work this out.

Try — Time: 4 minutes

- Read the rest of the text on Pupil Sheet/OHT 11.1.
- Ask the pupils to look at all the pronouns underlined.
- As a class look at each pronoun and ask who it is referring to – the coach or the performer or the reader?
- Emphasise that in some cases the only way to decide who the pronoun refers to is to read back into the text or to read further on into the text.

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Apply

Time: 6 minutes

- Ask pupils to work in pairs. Refer pupils to page 11 in pupil booklets.
- Explain that they need to close read the news report on Englebert Twang, each reading a paragraph alternately, and then read through the statements below.
- Ask the pupils to either agree or disagree about each statement from what they have read and understood, by ticking the chart.

Secure

Time: 5 minutes

- Ask pupils to feed back their answers to the agree/disagree chart.
- Show all the group the correctly completed answer grid (Teacher Sheet/OHT 11.2). Pupils should compare their answers.
- Ask the pupils to say why the report could be misunderstood.
- Remind the class that the subject in a text could be named by using a pronoun instead of their title, eg *Ms Frederick = a teacher, her, she,* etc.
- Explain to the group that reading across paragraphs or referring backwards to previous paragraphs is important so that a reader is sure who is being referred to by the pronouns. For example, *they, them, he, she, you,* etc.
- Remind pupils that many school texts are dense in this way.
- Ask them to notice when they need to refer backwards and forwards in order to make full sense of their reading.

Notes

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Helping the Performer Improve Skills

1. Helping a performer to improve a skill is a natural development of introducing a new skill. The coach has three ways of doing this.

2. He or she can use the methods mentioned in introducing a new skill, i.e. explanation and demonstration, and breaking down the skill into parts. In addition to the latter, a coach can use a method of skill improvement known as **whole-part-whole**. In this method the coach asks the performer to practise the part of the skill which is causing problems. With the fault corrected, the coach asks the performer to try the whole skill – the performance should now be better.

3. Another and perhaps more important way in which the coach helps the performer is by **observing** (watching) and giving **feedback** (information about performance).

Observation is a very difficult skill, but one which you can learn. The important aspect of observation is being able to analyse the quality of the movements.

Feedback is important to performers, because it is often very difficult for them to know if they are performing a skill correctly. By giving feedback the coach can let the performer know if he or she is doing a skill properly **(positive feedback)**, or can explain what to do to make a skill better **(corrective feedback)**. It would be 'bad' coaching to only tell a performer he or she is doing something wrong, without saying how to improve it.

from *Physical Education in Action* by Black, Cruickshank and Ledingham, by kind permission of the publishers, Nelson Thornes.

Pupil Sheet/OHT 11.1

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Statement	Agree	Disagree
Vera is Englebert Twang's mother.		✓
The first paragraph is talking about Rupert Snidge.	✓	
Rupert Snidge's album, Download, is at the top of the charts.		✓
Rupert couldn't talk at all until he heard his Dad singing.		✓
Englebert Twang hated Salome and her budgerigar Tweety Pie.		✓
When Rupert was 8 years old he begged his Mum to let him sing to an audience.	✓	
The girls swoon at the end of Englebert's record.		✓
Englebert Twang doesn't think Rupert is his son.	✓	
Englebert Twang's mother was a model.		✓

Teacher Sheet/OHT 11.2

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Session 12 Relevance and generalising

Objectives	Key terms	Materials
■ To select and summarise relevant information. ■ To summarise information by generalising.	Summarise: produce a brief outline of the main points of a text. Delete: remove. Select: choose. Generalise: to give an overall description which embraces particular examples.	■ Pupil Sheet 12.1 (The Boy Scout Movement), one per pupil ■ Pupil Sheet/OHT 12.1 or enlarged copy ■ Teacher Sheet 12.2 ■ Pupil Sheet/OHT 12.3 ■ Highlighter pens

Remember — Time: 1 minute

- Remind pupils that in the last session they practised reading non-fiction texts.
- This session will take this work one step further and look at how they can start summarising the information they read. It will build up to taking notes.

Model — Time: 5 minutes

- Show Pupil Sheet 12.1, enlarged or OHT, on the Boy Scout Movement, making sure it is visible to the whole class.
- Tell the class that they are going to read the first paragraph aloud.
- Lead the reading, ensuring that all pupils are reading aloud and that the reading is expressive.
- Read question 1: '*How did the Boy Scouts and Girl Guides help during the First World War?*'
- Explain that you are going to demonstrate how you can delete words and ideas that do not answer the question as a way of summarising.
- In your modelling, show how you need to keep returning to the question to determine whether information is relevant or not. Your script might read: '*My question is **how** they help – that means what they did. Fine, the first sentence … doesn't tell me anything about how. That means I can delete it because it doesn't help me.*' [Delete the first sentence by putting a line through it.] See Teacher Sheet 12.2 for completed task.

Try — Time: 4 minutes

- Give each pupil a copy of Pupil Sheet 12.1.
- Tell pupils to take the last sentence from '*Girl Guides…*.' and in pairs, delete all the words they don't need. (You could hint that they can get down to 10–12 words.)
- Watch pairs, support and encourage them to delete unnecessary words.
- Take feedback, lead a discussion on what can be omitted and mark up the large copy.

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Apply

Time: 4 minutes

- Read out loud the second question, and lead a reading of the second paragraph.
- Draw attention to the question *'What was the role?'*
- Individually, pupils should attempt deleting all that is irrelevant or extra.
- They should aim to reduce to 14–18 words.

Secure

Time: 6 minutes

- Briskly lead feedback from pupils, giving praise for well-selected ideas.
- Mark the large copy for pupils to see the process and be able to check or amend their own.
- Emphasise *why* ideas are not relevant by returning to the question.
- Point out to the pupils the list of activities in paragraph 1 – the Scouts guard *railway bridges, telegraph poles and reservoirs* and the Guides cared for the *old*, looked after *refugee children* and knitted *socks and gloves*.
- Explain that lists can be reduced by finding one or two words that summarise all the things referred to in the list, eg 'guarded high security locations' and 'cared for people'.
- Show Pupil Sheet/OHT 12.3 and take answers orally.
- Ask pupils to notice when they generalise information in lessons.

Notes

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The Boy Scout Movement was founded in 1908, and the Girl Guides in 1909. During World War I the two groups were put to work. The 150,000 Scouts helped to bring in the harvests, carried messages between the government departments and served in soup kitchens. They were also asked to guard railway bridges, telegraph poles and reservoirs at night. Girl Guides cared for the old, looked after refugee children from abroad and knitted socks and gloves for the troops.

One unpleasant change brought by the war was the role of telegram boys. At a time without telephones in homes, young telegram messengers on bicycles delivered urgent news. During the war, a visit from the telegram boy usually meant news of the death of a relative. Most families suffered. The son of Asquith, the Prime Minister, was killed in battle.

Question 1:
How did the Boy Scouts and Girl Guides help during World War I?

Question 2:
What was the role of the telegram boys during the war?

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Pupil Sheet/OHT 12.1

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~~The Boy Scout Movement was founded in 1908, and the Girl Guides in 1909. During World War I the two groups were put to work. The 150,000~~ Scouts helped ~~to bring in~~ the harvests, carried messages ~~between the government departments~~ and served in soup kitchens. ~~They were also asked~~ to guard railway bridges, telegraph poles and reservoirs ~~at night~~. Girl Guides cared for ~~the~~ old, ~~looked after~~ refugee children ~~from abroad and~~ knitted socks and gloves ~~for the~~ troops.

~~One unpleasant change brought by the war was the role of telegram boys. At~~ a time without telephones in homes, ~~young~~ telegram messengers ~~on~~ bicycles delivered urgent news. ~~During the war, a visit from the telegram boy~~ usually ~~meant news of~~ the death ~~of a~~ relative. ~~Most families suffered. The son of Asquith, the Prime Minister, was killed in battle.~~

Question 1:
How did the Boy Scouts and Girl Guides help during World War I?

Question 2:
What was the role of the telegram boys during the war?

Adapted from: *Understanding History 3*, Heinemann (1993) as reproduced in *The Secondary English Magazine*, Volume 1 Number 2.

Teacher Sheet 12.2

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Generalising as part of summarising and taking notes.
Example: bananas + oranges + plums = fruit

How can the following lists be generalised?

1. Snap + Ludo + Monopoly + Tomb Raider =
2. Cats + dogs + monkeys + elephants =
3. Beckham + Shearer + Giggs + Rivaldo =
4. Football + stamp collecting + karate + pottery =

Add more to this list.

Pupil Sheet/OHT 12.3
one copy per pair of pupils

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Session 13 Summarising

Objectives

- **To listen carefully to information and summarise.**
- **To consolidate means of summarising taught in previous session.**

Key terms

Summarise: produce a brief outline of the main points of a text.
Paraphrase: express in your own words the meaning of a text.
Select: choose.

Materials

- Teacher Sheet 13.1 (sources of information)
- Individual whiteboards and markers

Remember — Time: 2 minutes

- Briefly ask pupils if they have needed to generalise information anywhere since last session (keep it brisk).
- Remind pupils that in the last session they were summarising information by deleting unnecessary information and by generalising.
- Tell pupils that they are already skilled in putting information into a shortened form – eg when they talk about television programmes they have watched, they summarise or paraphrase the plot.
- In this session pupils will be listening to information and putting the main ideas into their own words.

Model — Time: 4 minutes

- Read out source 1 from Teacher Sheet 13.1.
- Model the process of extracting the key information. You might say, *'The main idea is about people telling stories about volcanoes* [write *volcanoes* on the whiteboard and *stories*]. *The Roman god, Vulcan* [write *Vulcan*] *is the god of fire and gives his name to the word volcano. A summary could be – "People have made up stories to explain volcanoes for many years. The word comes from the Roman god of fire, Vulcan."*
- Show pupils how the prompt words used on the whiteboard help to construct the summary.

Try — Time: 7 minutes

- Provide pupils with individual whiteboards and pens if possible.
- Explain that the next piece of text describes theatres in Shakespeare's time. They will need to listen carefully. They will be asked to explain when and where plays were performed in the theatres.
- Tell pupils that during the reading they can be thinking about the key words and jotting them down on their whiteboards. They will then have time in pairs to discuss their key words and construct a joint summary.
- Read source 2 from Teacher Sheet 13.1 to the class.
- Ask pupils to jot down the key words needed to give the main ideas in the source.
- Read source 2 again; ask pupils to add or remove key ideas.
- Put pupils in pairs to discuss their choice of key words or ideas.

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- Take suggestions and build up a bank of words on the class whiteboard, OHT or flipchart to support the next stage of the task. Discuss choices and lead pupils to consider the process of selecting and rejecting what is important to the task. You might have:
  - morning rehearsal
  - afternoon performance
  - six performances a week
  - open-air theatres
  - closed through winter months and wet weather
- Ask pupils to use their notes and develop a summary. They will need to write a short description on one whiteboard.

Apply

Time: 6 minutes

- Explain that the next task will be done independently.
- This time they will be asked to describe an actor's job in Shakespeare's time.
- Read source 3 on Teacher Sheet 13.1 to the pupils. Go through the same process as previously – pupils make notes, a second teacher reading, and then independent writing of a short description of an actor's life.
- Support pupils as they work and encourage a quick response.
- Take some examples of pupil descriptions. Give feedback, praising creditable attempts.
- Points covered could include:
  - long hours
  - different play each day
  - many lines
  - other tasks, eg tickets, costumes
  - hard work.

Secure

Time: 1 minute

- Remind pupils of the process they have been using:
  - listening carefully
  - selecting key points which relate to the question and rejecting those which do not
  - noting key ideas
  - putting ideas into their own words (paraphrasing).

Notes

- If individual whiteboards are not available, use large sheets of plain paper.

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Source 1

Throughout history, people have told stories about volcanoes. The early Romans believed in Vulcan, their god of fire. They thought that Vulcan worked at a hot forge, striking sparks as he made swords and armour for the other gods. It is from the Roman god Vulcan that we get the word *volcano*.

From: *Volcanoes* by Seymour Simon (1988) Mulberry Books

Source 2

A Trip to the Theatre

In Shakespeare's day, performances began at 2 o'clock sharp. (The actors spent the morning rehearsing.) Posters and handbills advertised the play. A silk flag fluttered from the theatre roof signalling that there would be a performance today. And just before the play began, a trumpet sounded from the tower to hurry people along. There were performances every day except Sunday and during Lent (though this rule was often ignored). From October to April, the theatre closed because it wasn't protected from the weather. As it was, rain sometimes stopped play.

From: *What they don't tell you about...Shakespeare* by Anita Ganeri (1996), reproduced by permission of Hodder and Stoughton Limited

Source 3

Acting the Part

Life as an actor in Shakespeare's time meant long hours and extremely hard work. With a huge turnover of plays, there were hundreds of lines to learn – probably around 800 a day! Actors rarely had the luxury of playing the same part two days in a row. They often had to double up in parts and help with props, costumes, directing, prompting, set design, special effects (fireworks, music, etc) and with selling tickets and refreshments. By the time of the performance itself, they were probably completely exhausted!

From: *What they don't tell you about...Shakespeare* by Anita Ganeri (1996), reproduced by permission of Hodder and Stoughton Limited

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Teacher Sheet 13.1

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Session 14 Reading questions

Objectives	Key terms	Materials
■ To identify key question words. ■ To prioritise information to form answers.	Scan: to look rapidly through text to pick out specific information by locating key words. Close reading: detailed reading, paying deliberate attention to meaning and to the writer's language choices. Rank: order of priority. Prioritise: put in order of importance.	■ Pupil booklets, pages 12–13 ■ Pupil Sheet/OHT 14.1 (extract from *Moon Landing*) ■ Teacher Sheet 14.2 ■ Pupil Sheet 4.2 (one set of cards) ■ Blu-tack ■ Highlighters

Remember... Time: 3 minutes

- Remind the class of the six simple question words: *who, what, when, where, how* and *why* which were discussed in earlier sessions. On the whiteboard have three headings: *scan, skim* and *close reading*. Ensure that pupils remember the meaning of these words.
- Give six pupils one of the question word cards and ask them to quickly stick the word below the kind of reading it would need, eg *who = scan, how/why = close reading*. Ask pupils to explain their choices.
- Explain that in this session, they will use the words in a question to work out what information is being asked for, and how to read to find it.

Model Time: 5 minutes

- Read Pupil Sheet 14.1 (extract from *Moon Landing*) enlarged or OHT, prefaced by the question, *'As the spaceship approached the surface of the earth, how were the astronauts affected by the changing environment?'*
- Underline the key words and phrases in the question, explaining why they are important (*spaceship, astronauts, surface of the earth, affected, changing environment*).
- Scan the text for any of the key words, underlining them to indicate where closer reading will be needed to answer the question. (Teacher Sheet 14.2 offers a guide.)
- Highlight sections of texts which relate directly to the question.
- Reread the question followed by the highlighted text to clarify which text supports the answer and which does not.

Try Time: 4 minutes

- Using the second extract from *Moon Landing* (pupil booklet page 12), pupils work in pairs to repeat the process of identifying key words in the question. They then highlight text which fits an answer to the question, and write down their responses, marking both booklets.

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Apply

Time: 4 minutes

- Using the information they have highlighted in pairs, pupils now work independently at ranking (prioritising) the information, in order of importance, to best answer the question by completing the sentences on page 12 of their pupil booklets. The least important should be written last.

Secure

Time: 4 minutes

- Ask pupils for the key words they have identified in the question in their booklets.
- Ask for examples of text that they have highlighted or rejected to support a possible answer to the question.
- Complete the exercise on highlighting key words in questions on page 13 of the pupil booklet.
- Point out how the words in a question can help you to find information.

Notes

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As the spaceship approached the surface of the earth, how did the changing environment affect the astronauts?

They were trailing a comet tail which had a light, orange-yellow centre and blue-green and lavender edges. It grew more intense as the atmosphere became denser, finally expanding so the core of the tunnel became so brilliant that Collins felt he was in the centre of a huge million-watt light bulb. As they entered the atmosphere the spacecraft began to decelerate as it encountered air resistance. A heat shield over its base prevented it from being burnt up (as meteors are) by the friction thus caused.

Their weightlessness began to give way to gravity, gently at first, nudging the astronauts back into their couches, and then began to build up uncomfortably. After eight days at zero gravity, their bodies weren't accustomed to gravity or deceleration. By the time the force peaked at 6.5G, Collins felt as though a gigantic hand was pushing against his chest. But it didn't last long, and he had other matters to occupy his attention.

Now was the time for *Columbia's* two small drogue parachutes to open, to slow the spacecraft down sufficiently to release the main parachutes. As the drogues came out, they jerked back and forth, but then the three huge main parachutes replaced them, and *Columbia* was floating down towards what the astronauts hoped was a calm ocean.

From *True Survival Stories: Moon Landing* by Anthony Masters, by permission of The Peters Fraser and Dunlop Group Limited.

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Pupil Sheet/OHT 14.1

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As the *spaceship* approached the *surface of the earth*, how did the changing environment affect the astronauts?

They were trailing a comet tail which had a light, orange-yellow centre and blue-green and lavender edges. It grew more intense as the **atmosphere became denser**, finally expanding so the core of the tunnel became so brilliant that **Collins felt he was in the centre of a huge million-watt light bulb**. As they entered the atmosphere the *spacecraft* **began to decelerate** as it encountered *air resistance*. A heat shield over its base prevented it from being *burnt up* (as meteors are) by the friction thus caused.

Their *weightlessness* began to give way to *gravity*, gently at first, nudging the *astronauts* back into their couches, **and then began to build up uncomfortably**. After eight days at *zero gravity, their bodies* weren't accustomed to *gravity* or *deceleration*. By the time **the force peaked at 6.5G**, *Collins* felt as though a gigantic hand was pushing against his chest. But it didn't last long, and he had other matters to occupy his attention.

Now was the time for *Columbia's* two small drogue parachutes to open, to slow the spacecraft down sufficiently to release the main parachutes. As the drogues came out, they jerked back and forth, but then the three huge main parachutes replaced them, and *Columbia* was floating down towards what the *astronauts* hoped was a *calm ocean*.

Key

Italic text = key words or phrases

Bold text = sections which relate directly to the question

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Teacher Sheet 14.2

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Session 15 Making notes

Objectives	Key terms	Materials
■ To reduce text by selection and deletion. ■ To rewrite text into bullet points.	Delete: remove. Select: choose. Essential: vital. Sequence: steps that follow on from each other. Bullet points: visual indicators of separate points.	■ Pupil booklets, page 14 ■ Teacher/OHT Sheet 15.1 (dangers faced by crew), enlarged ■ Highlighters ■ Whiteboards

Remember

Time: 5 minutes

- Remind pupils that they can find key information in text and reduce it to a summary in their own words.
- Introduce the idea that it is possible to reduce text even further by using notes and bullet points, and this is a convenient way of quickly recording key points.
- What do they know already about how to write either notes or bullet points? (Acknowledge responses, keeping pace brisk at this stage. Explain what bullet points are if pupils are unsure.)
- Remind them not to use complete sentences, only essential words; bullet points follow a sequence of ideas or list a series of equal points.

Model

Time: 6 minutes

- Read Teacher Sheet 15.1, enlarged text or OHT prefaced by the question, *'What were the many dangers faced by the crew of Apollo 11 in their mission to land on the moon? Your answer should summarise the main points.'*
- Ask the pupils to identify the three key words or phrases in the question *(dangers, Apollo 11, land on moon)*. Highlight these on the enlarged text or OHT.
- Using another highlighter, model deleting the non-essential vocabulary from '1 The Launch'.
- Repeat with '2 TLI', asking pupils for suggestions.
- For example,
  - The Launch could be: engine's high temperature, exhaust gases, wind blasts.
  - TLI could be: Saturn V engine, final fire, for moon course.
- Refer back to the original question and ask: *'Do the bullet points we have written give enough information to form the basis of the answer?'*

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Try — Time: 4 minutes

- Refer pupils to page 14 in the booklet.
- In pairs, delete non-essential text from 3 and 4, 'T and D' and 'LOI'.
- Recognising that this is a challenging text, take feedback and give encouragement. Write up suggestions for bullet points on whiteboard or complete class summary on enlarged text or OHT.

Apply — Time: 3 minutes

- Using the technique of deleting non-essential text, pupils try the next point in the text, 'LMD', aiming to delete and write a bullet point.

Secure — Time: 2 minutes

- Check appropriateness of pupils' bullet points by referring back to the question.
- Remind pupils to notice when bullet points are used in their subjects, or out of school.

Notes

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What were the many dangers faced by the crew of Apollo 11 in their mission to land on the moon? Your answer should summarise the main points.

1 THE LAUNCH
The most hazardous time of all, with the huge engines throwing out high-temperature exhaust gases with enormous wind blasts as the rocket ascended.

2 TLI
Trans-lunar injection. This meant firing the Saturn V engine for the final time, putting *Apollo 11* on course for the moon.

3 T AND D
Transportation and docking were Michael Collins's personal responsibility. He was to fly the command module out in front of the Saturn V (the rocket), turn round and then dock with the lunar module nestling up the Saturn's nose. He was then to pull the lunar module free.

4 LOI
Lunar orbit insertion. This was the process of slowing down sufficiently to be captured by the gravity of the moon, but not going so slowly that they would hit the surface.

5 LMD
Lunar module descent. An exacting time for Neil Armstrong and Buzz Aldrin – who were to enter the lunar module, leaving Collins in the command module, in orbit – because they had to come down at exactly the right location on the moon.

6 LANDING ON THE MOON
This was the untested part of the operation, and was the subject of much apprehension and conjecture. Two hypothetical problems were much discussed. Firstly, because the fuel tanks would be empty, the craft could sink into the thick dust that many scientists thought they might find on the moon's surface. Secondly, static electricity might cause the dust to stick to the windscreen, obscuring visibility.

7 EVA
Walking on the moon, technically known as extra-vehicular activity, could be exhausting and there was always the possibility of injury or damage to the equipment. There could even be surface weakness which meant the ground could collapse beneath their feet.

8 LIFT-OFF FROM THE MOON
Unless the engines in the module worked, Neil Armstrong and Buzz Aldrin would be stranded on the moon's surface for ever.

9 RENDEZVOUS
This was the most complicated part of the whole procedure, and it had been established there could be eighteen different types of rendezvous as a result of the situation going wrong. A large number of these options involved Collins rescuing Armstrong and Aldrin in a variety of different ways.

10 TEI
Trans-earth injection, which meant igniting the command module's engine so that it was able to gain sufficient speed to break the gravity pull of the moon and send *Apollo 11* back to earth.

11 ENTRY
It was essential to dive back into the earth's atmosphere at exactly the right angle. If this angle was too shallow, for instance, *Apollo 11* might miss the earth completely. If the angle was too steep, the spacecraft might burn up.

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Teacher Sheet/OHT 15.1

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Session 16 Using notes

Objectives	Key terms	Materials
■ To select relevant information for note keeping. ■ To make notes in the form of a table. ■ To turn notes into prose.	Table. Highlight/underline.	■ Teacher Sheet/OHT 16.1 ('Finding Dinosaurs') ■ Pupil Sheet/OHT 16.2 (table) ■ Teacher Sheet 16.3 (exemplar) ■ Teacher Sheet 16.4 ('Living with Fire') ■ Pupil booklets, page 15

Remember — Time: 2 minutes

- Remind pupils that they have already been making notes throughout the unit. They may have used spider diagrams, summarised in their own words and also kept important points as bullet points.
- However, there are other styles that they will be aware of and will be using in subjects, eg tables in science, technology and geography and timelines in history and geography. The same skills are used to create these forms of notes as they have already been using.
- Ask pupils to recall any times that they have been asked in class to produce a table to summarise information.

Model — Time: 5 minutes

- Using enlarged copy of 'Finding Dinosaurs' (Teacher Sheet 16.1 or OHT), and ensuring that pupils are able to read the print, model the process of completing the table of information. (Use the enlarged copy of the table – Pupil Sheet 16.2 or OHT.)
- Read the text aloud, section by section. At the end of each section use a highlighter pen, to highlight the key heading for the table and key ideas from each section – see Teacher Sheet 16.3.
- Complete the left-hand column, talking through the process: *'Uncovered in deserts – why, this first sentence tells me that it is the desert winds that expose the fossils. That's what I'll use as my heading'* – [write *Desert winds*].
- Continue through the headings.
- Go back through each section and take highlighted ideas. Write up ideas into table (see Teacher Sheet 16.3 for exemplar).

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Try

Time: 5 minutes

- In pairs, using page 15 of the pupil booklet, ask pupils to highlight the first paragraph of 'Living with Fire'. Tell pupils first to scan for dates and highlight them, then complete the next two lines of the table.
- Together they should then read more closely to complete the Fire/events column.
- Take feedback from pupils and draw out any difficulties met in the task (see Teacher Sheet 16.4 which offers an exemplar).

Apply

Time: 4 minutes

- Pupils should work individually on the next task in their booklets.
- Ask pupils to complete the table from the information from the second paragraph.

Secure

Time: 4 minutes

- Take feedback from pupils and emphasise the need to keep the information crisp and to the point.
- Remind pupils that tables are a very efficient way of showing certain types of information.
- Ask pupils what types of information they think is suited to tables – elicit idea of dates, quantities, measurements, etc.
- Ask pupils to notice what sort of information is shown in tables in their subjects, or out of school.

Notes

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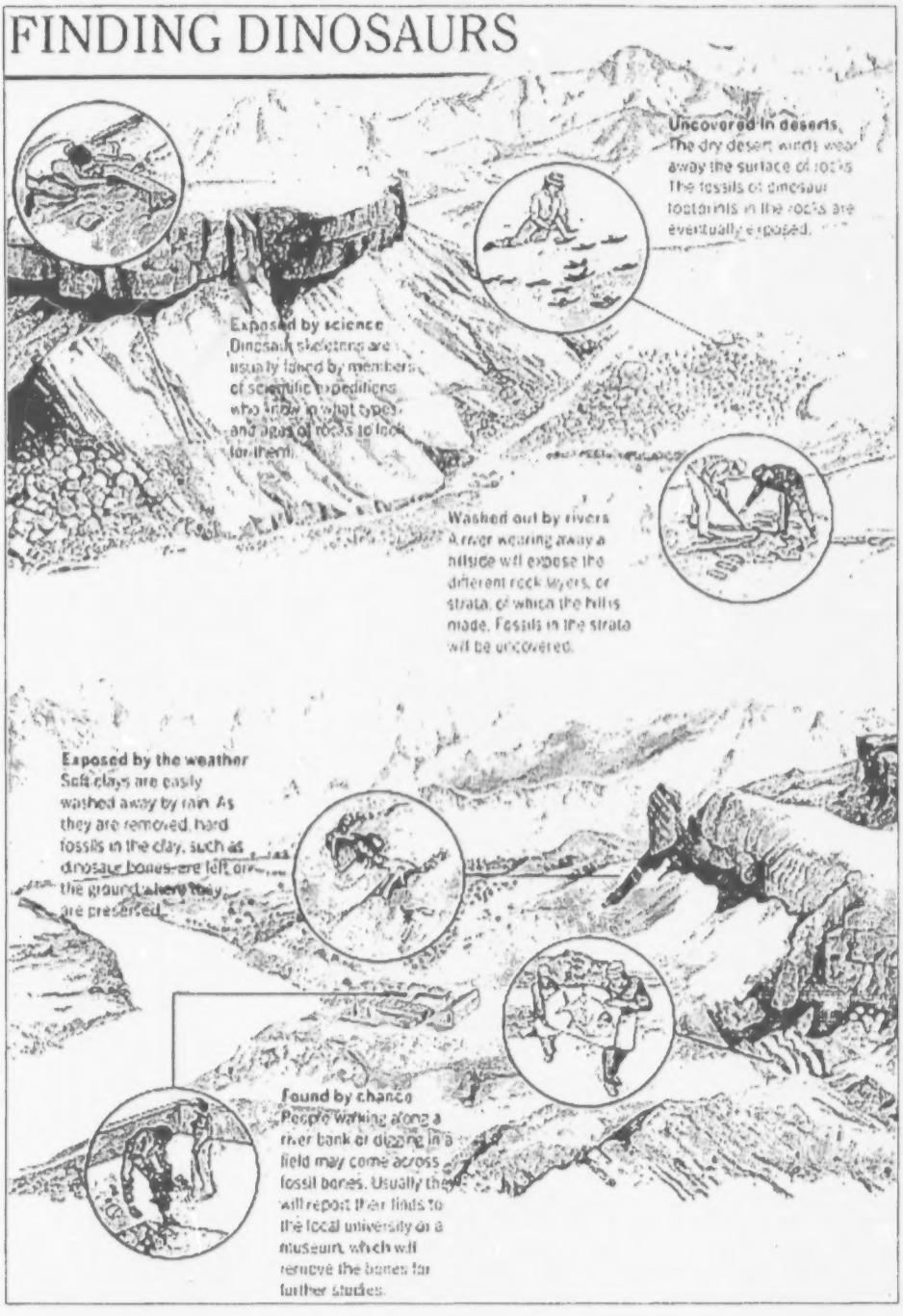
FINDING DINOSAURS


Uncovered in deserts
The dry desert winds wear away the surface of rocks. The fossils of dinosaur footprints in the rocks are eventually exposed.
Exposed by science
Dinosaur skeletons are usually found by members of scientific expeditions who know in what types and ages of rocks to look for them.
Washed out by rivers
A river wearing away a hillside will expose the different rock layers, or strata, of which the hills made. Fossils in the strata will be uncovered.
Exposed by the weather
Soft clays are easily washed away by rain. As they are removed, hard fossils in the clay, such as dinosaur bones, are left on the ground where they are preserved.
Found by chance
People walking along a river bank or digging in a field may come across fossil bones. Usually they will report their finds to the local university or a museum, which will remove the bones for further studies.

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Extract from *Dinosaurs: Death and Discovery* by Dougal Dixon, first published in the UK in 1993 by Franklin Watts, a division of the Watts Publishing Group Limited, 96 Leonard Street, London EC2A 4XD

Teacher Sheet/OHT 16.1

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Ways that dinosaurs have been found

Scientific expeditions	

Pupil Sheet/OHT 16.2

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Ways that dinosaurs have been found

Scientific expeditions	Scientists know what types and ages of rocks to explore.
Desert winds	Wear away rocks exposing dinosaur footprints.
Weather	Rain can wash away soft clays leaving behind the hard fossils.
Rivers	Wear away rocks and uncover the harder fossils.
Chance	People coming across remains and reporting them to museums and universities.

Teacher Sheet 16.3

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Living with Fire

Fire was a constant threat in ancient cities like Rome. In the Middle Ages, Londoners also recognised it as a familiar hazard that they had to live with. Only a few details can be found of the fires that London suffered before 1666. In the *10th century* the *whole of the City of London was destroyed*. Between the years of *1077 and 1135, seven major fires* broke out. In the fire of *1212, 3,000 people* were said to have *died.*

In *1633 a massive fire destroyed a block of buildings* to the north of London Bridge. When the rebuilding took place, a firebreak was left. This later prevented the flames of the *Great Fire of 1666* from reaching the south of the River Thames. The chronicler William Fitz Stephen wrote in 1180: 'The only plagues of London ... are the immoderate drinking of fools and the frequency of fires.'

Fires in London

Date/Time	Fire/Events
10th century	Whole of the City of London destroyed
1077–1135	7 major fires recorded
1212	3,000 people died in the fire
1633	A block of buildings destroyed
1666	The Great Fire of London

From *All About... The Great Fire of London* by Pam Robinson, reproduced by permission of Hodder and Stoughton Limited

Teacher Sheet 16.4

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Session 17 Timelines

Objectives	Key terms	Materials
■ To select relevant information for note keeping. ■ To make a timeline. ■ To turn notes into sentences.	Timeline: a line which identifies dates of key events.	■ Teacher Sheet/OHT 17.1 (Martin Luther King), enlarged ■ Teacher Sheet 17.2 (exemplar) ■ Pupil booklets, page 16

Remember — Time: 1 minute

- Remind pupils of the previous sessions when they have looked for key information and highlighted main points.
- They will have read and completed timelines – in history or RE, for example – information that shows the sequence of events.

Model — Time: 3 minutes

- Draw a line on the whiteboard or a large sheet of paper and put enlarged text of Teacher Sheet 17.1 or OHT where it can be seen by all pupils.
- Explain that the information will be used to complete a timeline of Martin Luther King's life.
- The beginning of the line will represent when Martin Luther King Jr was born, and the end of the line will represent his death. (Teacher Sheet 17.2 offers exemplar.)
- Explain that key events in his life will be marked up on this line to show the order in which things happened. Ideas will be brief and to the point.
- Read the first paragraph and highlight the reference to Dr King's birth.
- Mark this at the start of the timeline.

Try — Time: 4 minutes

- Refer pupils to page 16 of their pupil booklets. In pairs, ask pupils to read the sections on school and marriage.
- Ask pupils to highlight the main information and to complete the timeline from birth to marriage.
- Take feedback and mark details onto the large copy or OHT.

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Apply

Time: 7 minutes

- Individually, continuing in pupil booklets, pupils should complete the reading and repeat the process of highlighting and marking up the timeline. (This is a longer text and task than in some sessions as pupils should be expecting to do more for themselves.)
- Support and encourage pupils to complete the task alone.

Secure

Time: 5 minutes

- Go through each section, taking ideas from pupils and completing the class timeline.
- Ask pupils what sort of information would suit recording on timelines.
- Outline the benefits, eg *seeing* the order in which events take place, *seeing* the pattern better than a list or spider diagram.
- Outline the disadvantages, eg loss of detail from the extended text.
- Expand the first point back into a sentence.
- Ask the pupils to expand another point into a sentence, taking one each.
- Take oral feedback, praising creditable contributions.

Notes

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Martin Luther King Jr.

Childhood

Martin Luther King Jr. was born on 15 January 1929 in Atlanta, USA. As a young boy he loved to play football, baseball and the piano. When Martin was young, there were laws that kept white and black people separate. One law said that black children, like Martin, could not go to school with white children.

School

Martin wanted to change laws that treated black people unfairly. He worked hard and went to college when he was only 15 years old. He wanted to be a minister so he went to study at a special school called a **seminary.** There he learned about **Mohandas Gandhi,** the non-violent leader.

Marriage

Martin met Coretta Scott when he was studying in Boston. In 1953 they were married. She helped him with his work throughout his life.

Struggles

In 1955 Martin received his Doctorate degree. He could now be called Dr King. That same year a black woman named Rosa Parks was arrested. She would not give up her bus seat to a white man.

Dr King helped Mrs Parks. He organised a **boycott** of all the buses in the town of Montgomery. This made the bus companies lose money. The law was changed. Some white people were so angry with Dr King that they bombed his house. Dr King remembered Gandhi and said, 'We must meet our white brother's hate with love.'

Dreams

Dr King often broke laws that were unfair to black people. He was put in jail many times. Even while in jail, he wrote books and letters to try to get the laws changed. In 1963, Dr King gave a famous speech. He said. 'I have a dream that little black boys and girls will be able to join hands with little white boys and girls and walk together as brothers and sisters.'

In 1964 Dr King received the Nobel Peace Prize for trying to change unfair laws peacefully.

Death

On 4 April 1968, Dr King was shot and killed by someone who did not like the things he did. Americans everywhere **mourned** the death of this peace-loving leader.

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Teacher Sheet/OHT 17.1

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School

Martin wanted to change laws that treated black people unfairly. He worked hard and *went to college when he was only 15 years old.* He wanted to be a minister so he went to study at a special school called a **seminary.** There he learned about **Mohandas Gandhi,** the non-violent leader.

Marriage

Martin met *Coretta Scott* when he was studying in Boston. In *1953 they were married.* She helped him with his work throughout his life.

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Adapted from: *Martin Luther King* by Peter and Connie Roop.
Heinemann Library. ISBN 0 431 02483

Teacher Sheet 17.2

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Session 18 Information grids

Objectives	Key terms	Materials
■ To select relevant information for note keeping. ■ To make notes. ■ To turn notes into prose.	Note grid.	■ Pupil booklets, pages 17–19 ■ Pupil Sheet/OHT 18.1 (Harriet Tubman), enlarged ■ Pupil Sheet/OHT 18.2 (note grid), enlarged ■ Teacher Sheet 18.3 (Harriet Tubman, exemplar) ■ Teacher Sheet 18.4 (note grid, exemplar) ■ Pens for highlighting

Remember — Time: 1 minute

- Remind pupils of the previous session.
- Tell pupils that this session will look at a similar piece of text about a famous person, Harriet Tubman, but this time their notes should be partly factual and partly what opinions they have formed while reading about Harriet Tubman.

Model — Time: 3 minutes

- Introduce the text (Pupil Sheet/OHT 18.1; pupil booklet page 17) and the grid (page 18). Make sure that pupils understand how to use the grid for keeping notes: they can use bullet points in the boxes, keep ideas brief, and so on.
- Ensure pupils understand the task.
- Explain that they will be using all the skills they have learned and that they will be working alone for this task.
- Encourage pupils to work quickly and to focus first on the four boxes on the left of the grid, which are factual, whereas the three boxes on the right will contain a degree of opinion. It may be helpful to show this using enlarged Pupil Sheet 18.2 or OHT.

Try — Time: 4 minutes

- Tell pupils to read carefully and to use any strategy they have learned in order to mark the text and to keep their notes on the grid in their booklets.

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Apply

Time: 5 minutes

- Pupils move on to making notes in the two final boxes about why Harriet Tubman is important today and what their opinions are.

Secure

Time: 7 minutes

- Take ideas from pupils and complete the enlarged note grid (Pupil Sheet 18.2) or OHT. Take care to reassure pupils that there will be more than one answer to some sections and that their grid does not need to match the shared grid.
- Teacher Sheets 18.3 and 18.4 offer exemplars of the highlighted text and completed grid.
- Give lots of praise and encouragement for pupils using strategies learned in the unit. Point out the strategies table in their booklets (page 19) and clarify or revise concepts, which they should then complete in their own words. Circulate round the class to help them make best use of this.
- Remind pupils that they have the booklet to refer back to key ideas.
- Encourage pupils to recognise the progress they have made and to use the skills they have developed in these sessions.

Notes

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Harriet Tubman

Harriet Tubman was born in Maryland, America in 1821, about 180 years ago. Her grandparents were born in Africa.

Family

Harriet's family lived on a **plantation.** She had 10 brothers and sisters. They all worked for the plantation owner – a white man. Slaves had to follow instructions and were not allowed to leave the plantation.

Work

When she was six years old, Harriet had to start work in the fields. She was not allowed to go to school and the work in the fields was very tiring. The **plantation** owner was cruel. He beat slaves to make them work harder. Once, when Harriet tried to stop him hitting someone, he broke her skull.

Escape

When she was 28, Harriet ran away. She travelled to the north where people did not have slaves and black people were free. She found a job in a hotel but found herself unhappy and missing her family. She decided to go back to rescue them.

Rescue

She disguised herself to go back to the plantation. Harriet was extremely brave because this was a dangerous thing to do. She made 19 journeys, smuggling out 300 slaves. She moved them through a secret network of safe hiding places which was called the **Underground Railroad.**

Freedom

From 1861 to 1865, when she was quite old, the American Civil War was fought in order to free all slaves. In support of the war, Harriet became a spy and then a nurse. As an old woman, Harriet Tubman bought a large house and helped to look after the people she had rescued. She died when she was 93. She was a courageous woman who is remembered for her actions.

Adapted from *Harriet Tubman* by John Rowley, Heinemann Library.

Pupil Sheet/OHT 18.1

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Name:	Background about what life was like in that part of America at that time:
When and where she lived:	
Family details:	Important details of her life:
Why she is still important to people today:	Any opinions you have formed about her:

Pupil Sheet 18.2/OHT

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Harriet Tubman

Harriet Tubman was *born in Maryland, America in 1821*, about 180 years ago. Her grandparents were born in Africa.

Family

Harriet's *family lived on a plantation.* She had 10 brothers and sisters. They all worked for the plantation owner – a white man. Slaves had to follow instructions and were not allowed to leave the plantation.

Work

When she was *six years old*, Harriet had to *start work* in the fields. She was not allowed to go to school and the work in the fields was very tiring. The plantation owner was cruel. He beat slaves to make them work harder. Once, when Harriet tried to stop him hitting someone, he broke her skull.

Escape

When she was *28, Harriet ran away*. She travelled to the north where people did not have slaves and black people were free. She found a job in a hotel but found herself unhappy and missing her family. She decided to go back to rescue them.

Rescue

She *disguised herself to go back to the plantation*. Harriet was extremely brave because this was a dangerous thing to do. She made *19 journeys, smuggling out 300 slaves*. She moved them through a secret network of safe hiding places which was called the *Underground Railroad*.

Freedom

From *1861 to 1865*, when she was quite old, the *American Civil War* was fought in order to free all slaves. In support of the war, Harriet *became a spy and then a nurse*. As an old woman, Harriet Tubman bought a large house and helped to look after the people she had rescued. *She died when she was 93*. She was a courageous woman who is remembered for her actions.

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Teacher Sheet 18.3

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Complete this table with your own notes on Harriet Tubman. When you have finished you will use them to write a short description of the woman and her life.

Name: Harriet Tubman	**Background about what life was like in that part of America at that time:** ▪ Black people kept as slaves ▪ Made to do hard physical work for the slave owners ▪ Lived on plantations
When and where she lived: Lived about 180 years ago – Maryland, America	▪ Treated very cruelly ▪ Dangerous to rebel ▪ Slaves not educated
Family details: ▪ Grandparents born in Africa ▪ 10 brothers and sisters	**Important details of her life:** ▪ the plantation owner broke her skull when she protected another slave ▪ she ran away to the north when 28 years old ▪ rescued 300 slaves and smuggled them out through the Underground Railway
Why she is still important to people today: ▪ shows that people fought against slavery ▪ black role model ▪ impressed by her amazing life	**Any opinions you have formed about her:** ▪ brave ▪ adaptable ▪ intelligent ▪ strong character

Teacher Sheet 18.4

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Information retrieval

Pupil booklet

School

Name

Class

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Introduction

This booklet is to help you keep a record of the important work you will do in this unit of work.

The unit on information retrieval is important because it will help you in all your subjects at school and also outside school when you need information.

In this booklet you will be able to do work for the unit, record your ideas and make notes that will be useful to you after the unit is finished.

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Why might you need to find information?

In school	Out of school
■	■
■	■
■	■
■	■
■	■
■	■
■	■
■	■

What sources and people could you go to for help?

Sources	People
■	■
■	■
■	■
■	■
■	■
■	■
■	■
■	■

Task

You need to write a project for Music and the title is: *Music of the 1970s.*

1. **Circle the sources that you think will be useful.**
2. **Put a cross through those sources that will not be useful.**

CD-ROM	Parents or grandparents	Teletext	Tourist information office
Local supermarket	Catalogues	Textbooks	The Internet
Yellow Pages or telephone directory	School librarian	Television	Local library
Teacher	Worksheets	Encyclopaedia	School library

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Questions can give clues about what to take into account when you are looking for answers. This is very important when you are scanning for information.

Match the questions to the clues in the writing.

Questions	Clues
Who?	Times, dates, months of the year, season.
What?	Place names, towns, countries and continents. (Look for capital letters.) North, South, etc.
When?	An explanation about what happened. This could involve a number of stages.
Why?	Reasons for things happening – this may need reading beyond the lines.
Where?	Names, for example, Frank Bruno. (Look for capital letters.) General categories, for example, boxers.
How?	The way in which things happen.

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Mark the path your eyes take over the table as you find the answers to these questions.

Date	Event	Details
1914	Sakurajima, Kyushu.	Ash fell for over a year. Villages and farmland buried.
1923	Kanto Earthquake, Tokyo, 7.9 on the Richter Scale.	Half a million houses destroyed. Landslides, fire. Over 100,000 dead.
1933	Tsunami (tidal wave) on Sanriku coast.	Over 4,000 dead.
1948	Fukai earthquake, 7.1 on Richter Scale.	Nearly 4,000 dead.
1959	Ise Bay, Honshu (typhoon).	5,000 dead; 160,000 houses destroyed.
1983	Akita earthquake.	104 dead.
1988–1989	Mount Tokachi, Hokkaido.	Over 15 continuous major volcanic eruptions but no deaths.
1990 and 1993	Mount Unzen, Kyushu.	Two major eruptions killed over 40 people; 10,000 evacuated.
1993	Tsunami (tidal wave) hits Hokkaido. This was caused by a 7.8 earthquake.	250 dead or missing. Buildings and ships destroyed. Widespread flooding.
1995	Earthquake at Kobe, 7.2 on the Richter Scale.	5,000 dead and up to 100,000 homeless.

Use the chart to answer these questions. Make notes of the answers. There is no need to use full sentences.

Questions

1. What happened in 1983?.....
2. What happened in 1995?.....
3. What happened at Mt Unzen, Kyushu? .....
4. When did a tsunami hit Hokkaido? .....
5. What was the result of the earthquake in Kobe? .....
6. Where did a volcano erupt and cause no deaths?.....
7. How many people were killed in the Fukai earthquake of 1948? .....
8. How many houses were destroyed in the Ise Bay typhoon? .....

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Record four examples of when you have **scanned for information**. Find two examples from school and two from outside school.

Scanning for information

School	Outside school
1.	1.
2.	2.

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When I quickly looked through the information books I used these techniques:

Tick only the **main 3 things** you did. ✓	
	I started at the front
	I started at the back
	I looked at the pictures
	I looked at the contents pages
	I looked at the chapter headings
	I read the text
	Something else ... explain

Complete the following statements.

Headings are used for .....

.....

Sub-headings are used for .....

.....

Introductions tell you .....

.....

Italics are used to .....

.....

Captions help to .....

.....

Bold print is used so that .....

.....

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Read the following eight statements. Record whether you:

strongly agree – agree – neither agree nor disagree – disagree – strongly disagree

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. All words need to be known so that a hard text can be understood.					
2. Only specific words need to be known so that hard texts can be understood.					
3. Some texts make it hard on the reader by using too many complex sentences.					
4. Some texts break down the difficult text by using sub-headings or a glossary.					
5. When close reading, readers need to pick out the important words.					
6. When close reading a reader should ignore anything they don't understand.					
7. A successful reader will scan the text and then read closely to understand the text fully, looking at the hints in the question – who, what, where, when, why and how.					
8. Some readers will guess at what the text is about and hope that they are right.					

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Tripcolosis
Tripcolosis is the fear of garagtui. It is found most often in diacosis who live in Hikosimisoes. When a garagtui sees a waftus its fur stands on end and its eyes bulge like a frog. The people of Hikosimisoes are not affected by Tripcolosis because they are human.

Tripcolosis

Tripcolosis is the fear of _____. It is found most often in _____ who live in Hikosimisoes. When a _____ sees a _____ its fur stands on end and its eyes bulge like a frog. The people of Hikosimisoes are not affected by Tripcolosis because they are human.

Glossary
garagtui = mice
diacosis = elephants
waftus = rat

Use the same text and make up words and a glossary to change the meaning of Tripcolosis.

Tripcolosis

Tripcolosis is the fear of _____. It is found most often in _____ who live in Hikosimisoes. When a _____ sees a _____ its fur stands on end and its eyes bulge like a frog. The people of Hikosimisoes are not affected by Tripcolosis because they are human.

Glossary

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Close read the text below, adapted from a news report.

Put him on the stage and a microphone in his hand and he comes alive. The girls start swooning before he belts out the first line.

But then, it's not unusual because 11-year-old Rupert Snidge is the son of Englebert Twang, now on top of the album charts with Download.

But, while any father would be bursting with pride, the 70-year-old singing legend has never heard him sing a note.

Even though a DNA test said that it was 99.9 per cent certain that Twang was the father, he has never accepted Rupert as his son.

His mother Vera, a former model, says her son first discovered that he had a voice singing along to his father's hits like What's Up Tweety Pie and Salome.

And from the age of 8 he begged her to let him perform ... until she finally relented.

Statement **Agree** **Disagree**		
Vera is Englebert Twang's mother.		
The first paragraph is talking about Rupert Snidge.		
Rupert Snidge's album, Download, is at the top of the charts.		
Rupert couldn't talk at all until he heard his Dad singing.		
Englebert Twang hated Salome and her budgerigar Tweety Pie.		
When Rupert was 8 years old he begged his Mum to let him sing to an audience.		
The girls swoon at the end of Englebert's record.		
Englebert Twang doesn't think Rupert is his son.		
Englebert Twang's mother was a model.		

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This is an extract taken from *True Survival Stories: Moon Landing* by Anthony Masters. The *Columbia* spacecraft has returned to earth, and it is floating on the surface of the sea. The astronauts are waiting to be rescued ...

They hit the water hard and the command module turned over. Collins threw a couple of switches and rubber bags on *Columbia*'s nose filled with air and turned her the right way up again.

Once they were upright, divers who had been dropped into the ocean by helicopter surrounded *Columbia* and tied a life raft to her side. Then the astronauts opened the hatch, and one of their rescuers threw them three biological isolation suits. These were designed to contain any moon germs. Collins, Armstrong and Aldrin scrambled out of the Columbia, and locked the hatch behind them. Once in the raft they washed each other down with disinfectant, just in case any moon germs might be on the outside of their clothes. Then, one by one, they climbed into a wire basket on the end of a cable and were winched up into the helicopter.

Men had finally walked on the moon – and returned to earth alive.

Now look at the question below. With a partner, highlight the key words in the question.

Next, go back to the text above. Underline or highlight the sections of text which support an answer to the question.

Question
What steps were taken to make the astronauts safe, once the spacecraft had landed in the ocean?

Now that you have worked out which information is important and which isn't, try to rank the information in order of importance, putting the least important last. Write your order in the writing frame below.

I think the most important step taken was ...

Next in order of importance was ...

This was followed by ...

The least important step was ...

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Look at the five questions written below. Read them closely, then highlight or underline the words or phrases in the question which you think are key words or phrases.

1. Why will the world need to use more renewable energy sources in 40 years' time?
2. What are the advantages and disadvantages of solar-powered calculators?
3. How was the Roman Army organised and what did a Roman soldier do in peace time?
4. When did Muhammad return to Mecca? State three things he did on his return.
5. In the Second World War, where did the D-Day landings take place?

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1 THE LAUNCH
The most hazardous time of all, with the huge engines throwing out high-temperature exhaust gases with enormous wind blasts as the rocket ascended.

2 TLI
Trans-lunar injection. This meant firing the Saturn V engine for the final time, putting *Apollo 11* on course for the moon.

3 T AND D
Transportation and docking were Michael Collins's personal responsibility. He was to fly the command module out in front of the Saturn V (the rocket), turn round and then dock with the lunar module nestling up the Saturn's nose. He was then to pull the lunar module free.

4 LOI
Lunar orbit insertion. This was the process of slowing down sufficiently to be captured by the gravity of the moon, but not going so slowly that they would hit the surface.

5 LMD
Lunar module descent. An exacting time for Neil Armstrong and Buzz Aldrin – who were to enter the lunar module, leaving Collins in the command module, in orbit – because they had to come down at exactly the right location on the moon.

6 LANDING ON THE MOON
This was the untested part of the operation, and was the subject of much apprehension and conjecture. Two hypothetical problems were much discussed. Firstly, because the fuel tanks would be empty, the craft could sink into the thick dust that many scientists thought they might find on the moon's surface. Secondly, static electricity might cause the dust to stick to the windscreen, obscuring visibility.

7 EVA
Walking on the moon, technically known as extra-vehicular activity, could be exhausting and there was always the possibility of injury or damage to the equipment. There could even be surface weakness which meant the ground could collapse beneath their feet.

8 LIFT-OFF FROM THE MOON
Unless the engines in the module worked, Neil Armstrong and Buzz Aldrin would be stranded on the moon's surface for ever.

9 RENDEZVOUS
This was the most complicated part of the whole procedure, and it had been established there could be eighteen different types of rendezvous as a result of the situation going wrong. A large number of these options involved Collins rescuing Armstrong and Aldrin in a variety of different ways.

10 TEI
Trans-earth injection, which meant igniting the command module's engine so that it was able to gain sufficient speed to break the gravity pull of the moon and send *Apollo 11* back to earth.

11 ENTRY
It was essential to dive back into the earth's atmosphere at exactly the right angle. If this angle was too shallow, for instance, *Apollo 11* might miss the earth completely. If the angle was too steep, the spacecraft might burn up.

Living with Fire

Fire was a constant threat in ancient cities like Rome. In the Middle Ages, Londoners also recognised it as a familiar hazard that they had to live with. Only a few details can be found of the fires that London suffered before 1666. In the 10th century the whole of the City of London was destroyed. Between the years of 1077 and 1135, seven major fires broke out. In the fire of 1212, 3,000 people were said to have died.

In 1633 a massive fire destroyed a block of buildings to the north of London Bridge. When the rebuilding took place, a firebreak was left. This later prevented the flames of the Great Fire of 1666 from reaching the south of the River Thames. The chronicler William Fitz Stephen wrote in 1180: 'The only plagues of London... are the immoderate drinking of fools and the frequency of fires.'

Fires in London

Date/time	Fire/events
10th century	

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Martin Luther King Jr.

Childhood

Martin Luther King Jr. was born on 15 January 1929 in Atlanta, USA. As a young boy he loved to play football, baseball and the piano. When Martin was young, there were laws that kept white and black people separate. One law said that black children, like Martin, could not go to school with white children.

School

Martin wanted to change laws that treated black people unfairly. He worked hard and went to college when he was only 15 years old. He wanted to be a minister so he went to study at a special school called a seminary. There he learned about **Mohandas Gandhi**, the non-violent leader.

Marriage

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In 1964 Dr King received the Nobel Peace Prize for trying to change unfair laws peacefully.

Death

On 4 April 1968, Dr King was shot and killed by someone who did not like the things he did. Americans everywhere mourned the death of this peace-loving leader.

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Harriet Tubman

Harriet Tubman was born in Maryland, America in 1821, about 180 years ago. Her grandparents were born in Africa.

Family

Harriet's family lived on a **plantation**. She had 10 brothers and sisters. They all worked for the plantation owner – a white man. Slaves had to follow instructions and were not allowed to leave the plantation.

Work

When she was six years old, Harriet had to start work in the fields. She was not allowed to go to school and the work in the fields was very tiring. The **plantation** owner was cruel. He beat slaves to make them work harder. Once, when Harriet tried to stop him hitting someone, he broke her skull.

Escape

When she was 28, Harriet ran away. She travelled to the north where people did not have slaves and black people were free. She found a job in a hotel but found herself unhappy and missing her family. She decided to go back to rescue them.

Rescue

She disguised herself to go back to the plantation. Harriet was extremely brave because this was a dangerous thing to do. She made 19 journeys, smuggling out 300 slaves. She moved them through a secret network of safe hiding places which was called the **Underground Railroad**.

Freedom

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Complete this table with your own notes on Harriet Tubman. When you have finished you will use them to write a short description of the woman and her life.

Name:	Background about what life was like in that part of America at that time: ■ ■
When and where she lived: ■ ■ ■ ■	
Family details: ■ ■	Important details of her life: ■ ■ ■
Why she is still important to people today: ■ ■ ■	Any opinions you have formed about her: ■ ■ ■ ■

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Reading strategies summary grid

	Your definition of the word	Notes to help you remember when and how to use this strategy
Scanning		
Skimming		
Close reading		

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